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The Clearing House

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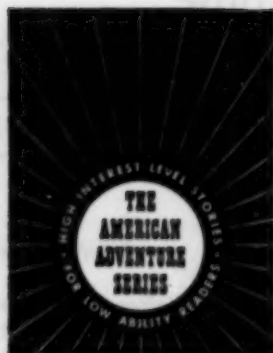
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Preference is given to articles that combine factual reporting, interesting context, and incisive style.

Topics, of course, should relate to junior- or senior-high-school programs, services, or personnel.

Contributions should not exceed 2,500 words, although we invite shorter items of from 100 to 600 words. Typing should be double spaced. Keep the carbon copy and send us the original. To tailor articles to allotted space, we may have to make slight changes in the manuscript.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 30

JANUARY 1956

NO. 5

Racine Overhauls Curriculum

Senior-High-School Faculty Committees Make
Extensive Revision After a Three-Year Study

By JOHN PRASCH

IN SEPTEMBER, 1955, the two Racine public senior high schools enrolled their incoming tenth-grade students under a completely revised and totally different curriculum. Although the change was put into effect with little fanfare, it marked the culmination of three years of intensive planning and work by the faculties of the two schools. Perhaps the results of such work are most easily summarized in terms of course titles, the arrangement of courses, and a description of their content. In this case, however, a simple review of course changes cannot adequately tell the story. The conditions which demanded change, the basic philosophy which dictated the direction of the change, the critical issues begging for decision, the lessons learned, and the principles which emerged—these are the significant things that should be reported.

The original need for changes was expressed in terms of administrative problems. A problem census was combed from the annual reports of the two high-school principals. This set of problems was presented to a representative faculty group of the two schools under the chairmanship of a classroom teacher and with the request for some recommendations. At this time, there was no thought of a general curriculum study. The longer the so-called "secondary-school problems committee" studied and discussed, the more obvious it became that curriculum

change was the most fruitful avenue toward school improvement. Finally, this important principle emerged: *When reduced to their source or when their solution is attempted, most major school problems are found to be essentially curriculum problems.*

Having properly recognized its task as one of curriculum building, the committee next made an all-important decision about procedure. With both schools organized along traditional departmental lines and blessed with aggressive staffs, Racine secondary schools had already experienced considerable curriculum revision. Much of this change had been unilateral by schools or departments, and, though well intentioned and carefully done, was by its very nature unco-ordinated and fragmentary. Such revision often was a part of the problem rather than a solution. Thus, a second important principle guided the subsequent work of the committee: *All phases of cur-*

EDITOR'S NOTE

Here is a story about curriculum change that makes sense. Note particularly the four functions of the curriculum and how Racine plans to evaluate each. The author is principal of Washington Park Senior High School in Racine, Wis.

riculum are interrelated. The problem must therefore be attacked as a whole, on all fronts, and simultaneously by the entire staff. Individual or departmental approaches to portions of the problem will not lead to effective change.

By now the work was ready to move into its second year. In the interests of broadened participation, an entirely new but still representative committee took up the task of drafting a guiding philosophy for curriculum change. Only the original chairman remained with the committee. The principals, as ex-officio members, helped add continuity. The director of instructional services from the superintendent's office assumed a more active role. An official of the United States Office of Education, who had so effectively stimulated our thinking on an earlier visit, became our chief outside consultant.

In attempting to identify the things that the secondary curriculum should do for youth, the committee recognized four functions:

(1) On the one hand, the curriculum should give all students a common background in fundamental instruction. In this sense, the curriculum aims to make students alike.

(2) On the other hand, the curriculum must give each student the opportunity to develop his own abilities and interests to their maximum potential. In this sense, the curriculum should not only recognize differences but build upon and intensify them.

(3) The curriculum must provide a wide enough variety of experiences for the student to enable his interests and talents to be discovered.

(4) The curriculum must supplement the basic instruction for those students who have difficulty in attaining minimum standards.

Because these functions of the curriculum are somewhat incompatible within any given course, the committee outlined four mutually exclusive categories into which all

secondary school courses could be classified. In the words of Kenneth Bahnson, who chaired the committee, the four areas of the curriculum are defined in the following manner:

I. The general studies

This area is concerned with learning experiences which we expect to be preparation for all and therefore

- (a) they are to be required of all students;
- (b) they have no homogeneous grouping of students by intelligence, interest, or aptitude;
- (c) they are to be characterized by a variety of activities and individualized standards in the classroom.

II. The specialized studies

This area is concerned with learning experiences in which students will be expected to have special competence and therefore

- (a) they are elective and selective;
- (b) they meet needs which arise from special interests and abilities;
- (c) they are marked by adherence to fixed minimum standards which are set by the vocation or profession for which the study may be preparation;
- (d) they are concerned with specific vocational skills or preparation for college entrance.

III. The enrichment studies

This area is concerned with learning experiences which students elect because of special interest and therefore

- (a) they are elective but not selective;
- (b) they stimulate intellectual curiosity;
- (c) they develop skills for pleasure;
- (d) they encourage specialization;
- (e) they are characterized by individualized standards in the classroom.

IV. The supplementary studies

This area is concerned with remedial work in language and arithmetic skills. The general studies, no matter how skill-

fully taught, will not produce the same level of competence in all individuals. Nor can a meaningful level of competence in these skills be expected or required because of the great range in ability and aptitude possessed by students. Therefore, the purpose in this area is to require remedial work in language and arithmetical skills for those students falling below an acceptable minimum standard—but not to require a performance level for graduation.

Admittedly the terminology is arbitrary. However, this agreement upon definitions removed the semantic cobwebs that plagued earlier committee work. More important still, the recognition that every course cannot simultaneously meet all the functions of the curriculum freed each course to be tailored for its own specific contribution to the total plan.

This defining of courses by function at once gives a departure point for solving some of the most persistent and critical issues in secondary education. Thus, grouping is heterogeneous in general studies or enrichment courses but it is homogeneous in specialized or supplemental studies. Likewise, pupil evaluation in the general studies is in terms of individual growth as measured against potential ability. In the specialized courses, however, evaluation is in terms of fixed standards of performance. While specialized courses have rather rigidly fixed subject-matter content, enrichment courses may offer considerable latitude to enable students to follow special interests. The very teaching methods will differ, depending upon the classification of the course. Racine teachers, within these definitions, need no longer feel that they straddle conflicting philosophies within any given course.

Armed with these definitions, the committee next outlined the requirements for graduation under the new plan. It was felt that the Carnegie unit or other comparable credit plans tended to define education in unfortunate terms. Under many traditional statements of graduation requirements,

amassing of credits becomes an end in itself. The committee sought requirements which would focus upon, rather than blur, the true aims of education. These are the graduation requirements finally agreed upon:

- (1) Each student must attend school for three years and be enrolled for five-and-one-half hours of instruction a day.
- (2) Each student must enroll for all of the general studies work. The general studies courses are:
 - (a) Three years of instruction in English, to include speech.
 - (b) Three years of social studies organized as world backgrounds, United States history, social problems, and economic problems.
 - (c) One semester in one of the fine arts—music, dramatics, art, or an art-music appreciation course.
 - (d) Six semesters of physical education.

Although a failing student may pursue the next sequential course in the general studies areas, he must repeat the work if he fails more than one semester in a general studies sequence.

- (3) Each student must distribute his elective subjects in such a manner that he meets the requirements of specialization in one of the areas of art, business education, foreign languages, home economics, industrial arts, mathematics, music, or science. Failure in a specialization course demands that a student either change his area of specialization or repeat the course before he continues the sequence.
- (4) Those students who fall below normal standards in computational and communication skills as determined by standardized tests must enroll for supplementary remedial work.

Part of the philosophy of the new curriculum is that a maximum of school time should be spent in instruction. The result-

(Concluded on page 264)

SUBJECT	GENERAL STUDIES	SPECIALIZATION			ENRICHMENT	SUPPLEMENTARY
		Prerequisites	Courses	Concentration		
ART	Since Arts 1a (grades 10-12) is required of all students who have not taken or will not take art or music in grades 9-12 or dramatics in grades 11-12.	Basic Art 1y, 2z (Prerequisite to all specialized courses in Art)	Drawing - Painting - Graph- ics 1y (grades 11-12) Commercial and Creative De- sign 1z (grades 11-12) Textiles - Needlecrafts - Jew- elry 1y (grades 11-12) Ceramics - Pottery - Sculpt- ure 1z (grades 11-12) Studio 1y, 2z (grades 12)	Two units made up of Basic Art plus any other special- ized courses.	Arts and Crafts 1y (grades 11-12) Art Appreciation 1z (grades 11-12) Basic Art 1y, 2z (grades 10-12)	
BUSINESS EDUCATION		Personal Typing 1z	Typing 1y, 2z, 3z (grades 10-12) Stenography 1y, 2y, 3y, 4z (grades 11-12) Must be ac- companied or preceded by Typing 1, 2, 3 Office Practice 1z (grade 12) Bookkeeping 2z (grades 10-12) Simplified Treasury 1z, 2z (grades 10-12) Selected by instructor	Stenographic Sequence Stenography 1-4 Typing 1-3 Office Practice 1 Electrical Sequence Typing 1, 2, 3 Office Practice 1, 2 Bookkeeping 1 Commercial Law 1 or 2 Note: Student chooses 1, 2 and 3 from the above for Commercial Law 1 or 2 or Typing 1	Personal Typing 1z (grades 9-12) Bookkeeping 1z (grades 10-12) Commercial Law 1y, 2z (grades 11, 12)	
ENGLISH	Each student must be enrolled in English for 6 semesters, choosing either sequence A or sequence B: Sequence A English 1y, 2z, 3y, 4z, 5y plus either English 6z Reading or English 6z Writing Sequence B English 1y, 2z, 3y, 4z plus Advanced English 3y, 4z	English 1-4	Advanced English 3y and 4z (grade 12)	Students may not offer Eng- lish in meeting the gradua- tion requirement to special- ize in one area.	Driver Education, 1z times, ½ unit (grades 10-12) Classroom phase only. Publications Work- shops, 2, ½ time, ½ unit (play the taken 6 semesters) Journalism 1y, ½ time, ½ unit (grades 10-12) Creative Writing 1z, ½ time, ½ unit (grades 11-12) Play Reading 1y, ½ time, ½ unit, (grades 11-12) Poetry 1z, ½ time, ½ unit, (grades 11-12)	Supplementary writing and reading materials available in Oral Commen- tary Writing and Reading Labo- ratory Reading and Vo- cabulary Labo- ratory Such work is to be taken in ad- dition to the re- quired English se- ries and will count for ½ unit of the total 6 units re- quired. The class will be upgraded.
FOREIGN LANGUAGES		Latin 1y German 1y French 1y	Latin 2z, 3y, 4z (grades 10-12) German 2z, 3y, 4z, 5y, 6z (grades 10-12) French 2z, 3y, 4z, 5y, 6z (grades 10-12)	Two years in any one lan- guage	Latin 1y (grades 10-12) German 1y (grades 10-12) French 1y (grades 10-12)	
HOME ECONOMICS		Homemaking 1z, 2z (Prerequisite to all specialized courses in Home Economics, Clothing 1B, and Foods 1B)	Clothing 1Ay, 2z, 3y (grades 11-12) Chosen by student to be given at the Vocational School Foods 1Ay, 2z, 3y (grades 11-12)	Two years in sequence e.g. Homemaking 1z, 2y or Foods 1Ay, 2z or Clothing 1Ay, 2z three years chosen from the specialization or enrichment areas	Homemaking 1z, 2z (grades 10-12) Clothing 1Bz (grades 11-12) Foods 1Bz (grades 11-12) Home and Family Living 1z (grades 11-12) Family Living 1z (grades 11-12), open to boys and girls Home Management 1z (grades 12) Foods 1A and 2 offered to students of Home Economics Dept. Head and the principal	

INDUSTRIAL ARTS	Drafting 1x, 2x (Prerequisite to all specialized courses in Industrial Arts)	Metal 1x, 2x, 3y, 4x Graphic Arts 1x, 2x, 3y, 4x Text battery at Vocational School and permission of department	Woodworking 3y, 4x (grades 11-12) Metal 3y, 4x (grades 11-12) Electricity 3y, 4x (grades 11-12) Drafting 3y, 4x (grades 11-12) Graphic Arts 3y, 4x (grades 11-12) All Vocational School Machine Shop 5y, 6y, 7x, 8x Graphic Arts 5y, 6y, 7x, 8x Graphic Arts 12 Welding 1y, 2y, 3x, 4x (grade 12) Auto Mechanics 1y, 2y, 3x, 4x (grade 12) (All courses at the Vocational School must meet for 2 consecutive school years)	Two units in sequence in any one of the seven shop areas will constitute a field of specialization.	Woodworking 1x, 2x (grades 10-12) Metal 1x, 2x (grades 10-12) Electricity 1x, 2x (grades 10-12) Drafting 1x, 2x (grades 10-12) Graphic Arts 1x, 2x (grades 10-12) Blue Print Reading 1x (grades 10-12) Advanced Drafting 1x (grades 10-12) Electronics 1y, 2x (grades 11-12) (Prerequisite either electricity 1, 2 or physics 1, 2)	Self-paced Mathematics 1x (grade 12) enrollment determined by tests.
MATH-MATHEMATICS	Algebra 1y, 2x	Algebra 1y, 2x (grades 9-12) Mathematics 1y, 2x, 3y, 4x, 5y, 6x (grades 10-12) Students in Math. 1 may transfer to Gen. Math. at appropriate points.	Mathematics 1y, 2x, 3y, 4x	Any two units in specialized courses.	General Mathematics 1y, 2x (grades 10-12)	
MUSIC	Fine Arts 1x (grades 10-12) Required of all students who have not taken or will not take art or music in grades 9-12 or electives in grades 11-12.	Recommendations of previous instructors Beginning theory, a course of the instructor	Band 2x, full time or 1/2 time, grades 10-12 Orchestra 2x, full time or 1/2 time, grades 10-12 Advanced O.C.T., a full time, grades 10-12 Advanced Theory 1y, 1/2 time, 1/2 unit, grades 11-12 Composition - Arranging, Conducting, 1x, 1/2 time, 1/2 unit, grades 11-12	Any two units in specialized courses.	Band 2x, 1/2 time, 1/2 unit, grades 10-12 Orchestra 2x, 1/2 time, 1/2 unit, grades 10-12 Music Theory 1x, 1/2 time, 1/2 unit, grades 10-12 Composition - Arranging, Conducting, 1x, 1/2 time, 1/2 unit, grades 10-12	
PHYSICAL EDUCATION	1y, 2x, 3y, 4x, 5y, 6x, 1/2 time, 1/2 unit, (grades 10-12)			Any two units in specialized courses.	P.E. Assignments, 1x, 2x 1/2 time, 1/2 - 1/2 unit (grades 10-12) selected by instructor	
SCIENCE			Biology 1y, 2x (grades 10-12) Students may transfer to Life Science at appropriate points Physics 1y, 2x (grades 11-12) Physics 2x may be elected before 1y Chemistry 1y, 2x (grades 11-12) World Problems 1y (grade 12)	Any two units in specialized courses.	Life Science 1y, 2x (grades 10-12) may be elected before 1y Physical Science 1y, 2x (grades 10-12) 2 may be elected before 1y.	
SOCIAL STUDIES	Each student must be enrolled in Social Studies for 6 semesters as follows: U. S. History 1y, 2x (grades 10-11) U. S. History, 1y, 2x (grade 11) Social Problems 1x, Economics Problems 1x (grade 12)		World Problems 1y (grade 12)	Students may not offer Social Studies in meeting the graduation requirements to specialize in one area.	World Geography 1x (grades 11, 12) History 1y, 2x (grades 11, 12)	
SPEECH			Advanced Public Speaking 1x (grades 11-12)	Students may not offer Speech in meeting the graduation requirements to specialize in one area.	Dramatics 1y, 2x (grades 11-12) Oral Interpretation 1x (grades 11-12) Interpretation 1x, 1/2 time, 1/2 unit, (grades 10-12) See Supplementary English for further details.	Oral Communication 1y, 2x (grades 11-12) 1y, 2x, audition by English teacher in grades 10-12. See Supplementary English for further details.

1 - Courses offered both semesters.

2 - Courses offered first semester.

3 - Courses offered second semester.

PROGRAM OF STUDIES FOR THE SENIOR HIGH SCHOOLS

ing reduction of study-hall time was not caused merely by the obvious need to fit more classes into the curriculum. The decision to abandon the study hall was supported by surveys of the use students made of study halls under the older curriculum plan.

Not until this basic philosophical framework was completed were departmental committees called into action. The third year of activity was carried on by a central representative faculty committee to which departments reported. Each departmental committee in turn appeared before this coordinating group. Before appearing, each had carefully prepared statements in answer to these questions:

What content from your department should every pupil contact?

If a student wishes to concentrate or specialize in your area of study, what courses should be required of him for graduation and in what sequence?

Within each of the four classifications, which courses does your department propose to offer?

As the departmental committees reported, the central committee fitted the pieces together, ironed out overlapping areas, and considered each proposal in terms of the over-all picture. This was time-consuming and difficult work, providing many possibilities for conflict and debate. Not until the spring of the third year was the central committee at last ready to make its final report to the board of education.

No one in Racine is willing to claim that the new curriculum is a panacea. Every change brings problems of its own. Yet, as we move into this new curriculum, we all have the distinct feeling that finally we have put our planning on a bedrock base and that surely we have set the stage for vast improvement. The program of studies, as we finally worked it out, is reproduced on pages 262-263.



Books for the Teen Age

Every January the New York Public Library holds an exhibition of all the books which have been selected for its *Books for the Teen Age* list during the previous year. These additions, covering subjects as diverse as cars, plays, science fiction, China, mountain climbing, animal life and adventure, and novels (some 64 subjects), are almost all chosen from adult books. They are read and reviewed during the year by young people's librarians who actually try out each title with the teen-agers in branch libraries. There are usually about 300 titles of real interest and appeal, not all books equally appealing to all readers, but all of them of interest to some young people. As these new books are added each year, they are carefully weighed with the titles they displace. . . .

Such an exhibition of the year's output enables persons interested in teen-age reading to see in one place and at one time the surprising number and variety of books. Although many of the books are bought during the year by public and school libraries, they sink into the general collection and are lost. When they are brought together, they high-

light current trends and remind everyone of titles overlooked or forgotten.

The enthusiasm of teachers, librarians, youth leaders, parents, and teen-agers themselves who come to look at these books proves the value of such a book show. Why shouldn't each community library have such an exhibition each year? If school librarians and public librarians worked together, they could certainly plan a showing of the year's best books for the teen age, and by so doing, encourage leisure reading. . . .

Such an annual exhibition might be a feature of parent-teacher meetings, teachers' meetings, and conferences. Since the public library usually does buy all these books sooner than the school library, the community public library seems a good place to start. At any rate, however the details are worked out, the New York Public Library knows from experience that nothing sparks interest in books, nothing spurs reading and buying, like a well selected, attractive collection of new adult books for the teen age.—MARGARET SCOGGIN in *Scholastic Teacher*.

NAMBY-PAMBY EDUCATION

NATIONAL ORGANIZATIONS of engineers, chemists, and other scientists have recently been circulating some statistics concerning the number of high-school pupils who are enrolled in mathematics and science courses. These statistics have been used as a basis for criticizing secondary education as being namby-pamby and anti-intellectual, and as being responsible for the shortage of college graduates in scientific fields. School administrators have been called upon to answer these criticisms. Below is a typical letter received by a superintendent of one of our large city school systems and the answer to that letter. (The names of the individuals and the city involved in this exchange of letters have been omitted.)

The Question

August 23, 1955

Mr.
Superintendent of Schools

Dear Mr.:

The statement is made on fairly good authority that only 25 per cent of high-school students in the United States study algebra and that only 12 per cent study geometry. This is a sad state of affairs, if it is true, especially now when so much emphasis is being placed on engineering training and when the future indicates a greater need than at present.

EDITOR'S NOTE

Time and again secondary education has been charged with being too soft, with watering the curriculum, with relaxing standards. The author, who prefers to remain anonymous, is a foremost leader in secondary education. Here he replies to the charge that high schools are offering mathematics and science to too few youngsters.

The board of directors of our State Society of Professional Engineers have asked me, as chairman of the education committee of the society, to ascertain for them similar percentages for our state. Do you have the information for your schools and, if so, will you kindly furnish me with information on the following:

(1) Number and per cent of total students in high schools who studied algebra during each of the past three years.

(2) Ditto for higher algebra

(3) Ditto for plane geometry

(4) Ditto for solid geometry

(5) Ditto for physics

(6) Ditto for chemistry

Thanking you, I am,

Sincerely yours,

Chairman, Education Committee

The Answer

September 2, 1955

Mr.
Chairman, Education Committee
State Society of Professional Engineers

Dear Mr.:

Your letter to the superintendent concerning the number of high-school pupils taking mathematics and science subjects was referred to me.

The figures you quote have had a wide circulation recently, and have been used by some as a criticism of public education. I believe that the figures were originally taken from the "Biennial Survey of Education in the United States—1948-50" (published by the United States Office of Education), Chapter 5, "Offerings and Enrollment in High School Subjects," and are substantially correct. Table 7 (page 107) shows that 56.3 per cent of all high-school pupils were enrolled in algebra in 1900 and 26.8 per cent were enrolled in 1949.

However, the statistics as quoted should be properly interpreted. The survey shows the percentage of *all pupils in high school* who take the various subjects. In discussing algebra, the survey (page 15) makes this interpretation: "Since elementary algebra is usually offered in the ninth grade, it is pertinent to observe that the registration is 63.5 per cent of the enrollment in that grade." The survey also states that about 40 per cent of ninth-grade pupils are enrolled in general mathematics. Table 7 of the survey shows that the number of students taking algebra increased from 292,287 in 1900 to 1,448,966 in 1949.

In 1900 the main purpose of high-school education was to prepare a few bright pupils for college and the professions, and algebra was a required subject for all pupils. High schools today still prepare the bright pupils for college, but they also provide education for low-ability pupils, even to the extent of having special classes for mentally subnormal pupils. Many of these pupils of lower ability could profit little from algebra and are taught general mathematics in its place.

In our city the counselors help pupils to plan their programs so that no pupil who possesses enough mental ability to go to college is able to be graduated without taking algebra and geometry and a considerable amount of science. For instance, 58 per cent of our ninth graders take algebra and the rest take general mathematics, shop mathematics, or business mathematics. Since only about 15 or 20 per cent of high-school pupils have mental abilities high enough to enable them to succeed in college, it is evident that algebra is taught to many pupils who will have little or no professional use for it. About 40 per cent of our tenth graders take geometry. About 45 per cent of our eleventh graders are enrolled for chemistry, and approximately the same percentage take physics. Higher algebra, solid geometry, and trigonometry are subjects which are elective for those who may

want to take college training in areas of mathematics or science. About 25 per cent of our juniors and seniors elect these subjects, although we know that less than 10 per cent will eventually specialize in scientific fields.

Thus you can see that in our city we teach mathematics and science subjects to many more pupils than will use the subject matter in a professional way. This is true in general for high schools in the United States. The value of algebra for those who will benefit from it cannot be questioned.

We also realize that this is a scientific age and that all pupils, even those of lower mental ability, need as much understanding of science as they can absorb. Hence, for those who do not take a more specialized science, such as chemistry and physics, we have courses in general science, senior science, biology, health and safety, and conservation.

We are aware of the shortage of beginning engineers and scientists, of the shortage of teachers and clerical workers, and of the shortages which exist in all professional fields. These shortages are not due to the failure of our high schools to prepare pupils properly in these areas. The shortages originate from the low birth rate of the 1930's. There are not enough young people in the twenty-year to twenty-five-year age group to fill the professional jobs now open to them. This situation will continue until about 1970 and longer if the birth rate does not level off.

The high schools cannot increase the number of pupils who are graduated from the colleges of engineering by preparing low-ability pupils for such entrance. At the present time, many of our brightest graduates do enroll in the State Institute of Technology. Less than one-half of them master the assigned work and are graduated. If we prepare more low-ability pupils for the institute, they too would be unable to master the course. Perhaps steps should be taken on the college level to reduce the high

rate of elimination of the students who are not succeeding for some reason not related to their mental ability.

There is one source of supply of prospective scientists, teachers, and so on, which can be tapped. This is the rather large group of high-school graduates of good mental ability who do not continue on to college, usually for financial reasons. If engineers, chemists, and other scientific groups would provide scholarships or part-time employment for selected boys from this group, a step would be taken toward increasing the number of college students who pursue studies in scientific fields.

Practical action, based on the real facts, may be effective in increasing the number of students who enroll and ultimately succeed in college science courses. Unwarranted criticism of high schools, based upon misinterpreted statistics, will continue ineffective.

This is a rather long letter, and I have the feeling that it is still too brief to do justice to this important topic. If you want me to discuss the problem with your society or your committee, I shall be glad to do so.

Very truly yours,

Assistant Superintendent of
Secondary Education

Implications for Education

As the educator surveys the present situation in the world with its acute strain in social processes and the threat of more open war, he may well feel a sense of almost utter futility. Although men have dreamed of "one-world," in reality the world has never achieved nor even approached wholeness. Every age has been an age out of joint. Thus, we have seen almost continuous armed conflict. It is incorrect to speak of the "world community." The United Nations does not represent an organized society, though one would hope that eventually it may. The United Nations conditions its parts only in a very limited sense, if at all. It cannot function effectively until a much greater number of men and of nations accept common, or at least similar, ideological, behavioral, and material goals.

In terms of the foregoing analysis, is peaceful co-existence possible? *There is no evidence to support an affirmative answer.* If co-existence of the authoritarian-communist world and the democratic-capitalist world is an idle dream, what is the responsibility of the American educator? Perhaps he can join with responsible political and military leaders to educate the American people to the realities, the dangers, and the possibilities of the situation facing us. Even if armed truce between the two great systems can be maintained for many years, the conflict will go on, irresistibly. The military phase of the conflict

constitutes only a part, even a relatively minor part of the whole. Although the time is late, the ultimate outcome of this fateful conflict probably will be determined by education, and particularly, by what American education does in the next few years.

Students need to know that the Lenin objectives for a communist world are being achieved with methodical precision. They need to be alerted to the survival nature of the present world conflict, not with pious preachments but with intelligent and scholarly analysis and study. We have been, apparently, so afraid that students will embrace communism if they have a chance to study it, that American youths face their future in relative ignorance of the forces which seek to shape their destiny. Advocating communism and teaching the objective facts of the world's experience with communism are certainly two different things. Students need to see the close organization of the communist forces with respect to the three major components of social action. Ideology, behavior, and materials are all bent to achieving the world communist state. There is ample evidence of how social life and the social system change once another country comes under communist domination. Study this inevitable pattern, look at the disorganization of the non-communist world, and despair!—W. RAY RUCKER in the *Phi Delta Kappan*.

CARTOONS *in the English Class*

By WALTER BRACKMAN

WITHIN THE PAST DECADE, an impressive number of teachers throughout the country have accepted the cartoon as a valid teaching device. For evidence, one need only glance at the bulletin board in virtually any classroom. To me, the rapid increase in the popularity of cartoons as an educational device is especially interesting, since they have invaded the classroom almost without notice.

How is it possible for an amusement vehicle like the cartoon to win such widespread acceptance as a teaching aid so quickly? What purposes do cartoons serve in the classroom? Is it possible to make more effective use of cartoons in English classrooms? If so, can a set of criteria be established to help in selecting appropriate cartoons? We at Row, Peterson and Company recently had occasion to ask ourselves these questions. The results of our analysis may be of interest to teachers who would like to make greater use of what, we are convinced, can be a helpful educational tool when properly used.

Cartoons can, of course, be used for a variety of purposes. As a result of our discussions, we blocked out five general areas of use:

(1) Cartoons can be converted into helpful tools for improving the teacher-student relationship when they enable the class and teacher to enjoy a hearty laugh together. Most teachers are acutely aware of the value which students place on the possession of a sense of humor. Students tend to respond more readily when they realize that the teacher recognizes the humor in a given situation.

The correction of student errors is, of course, one of the most difficult tasks a teacher encounters. Adroit handling of student mistakes can do a great deal to im-

prove the teacher-student relationship. And cartoons can ease the process of correcting errors.

Consider, for example, the teacher who introduced a lesson on verb usage with a cartoon showing a house-to-house salesman talking with an irate housewife. The salesman is saying "What do you mean, you 'don't need none'? Listen, lady, I'm selling grammar books."

(2) Most cartoons are useful to help stimulate and maintain student interest. However, I believe the most effective interest stimulators are closely related to the subject being discussed. For example, a cartoon which illustrates the absurdity of a sentence with a misplaced modifier shows a boy hanging by his shirt from a closet hook and holding a necktie in his hand. The caption is: "Hanging on a hook in the closet, I found my necktie."

(3) An important use of cartoons is to reinforce impressions made by text material. There are many specific rules for students to master in the study of English. Cartoons can hasten the process of teaching these rules. Used in this way, cartoons help the students grasp concepts which a teacher may find difficult to explain with words alone.

For example, the use of a plural possessive pronoun to refer to a singular ante-

EDITOR'S NOTE

Good cartoons have "staying" power; ones that misfire have "slaying" power. Even so, cartoons are serious business to everyone but the consumer. They can be effective helps to the English teacher, says the author. He is editor in chief of Row, Peterson and Company, Evanston, Ill.

cedent is a common grammatical error. Yet students frequently fail to understand how this combination changes the meaning of a sentence. A drawing, a two-panel cartoon in this instance, can *show* the reason for the error. The first panel, showing three boys hopelessly tangled in one coat, is captioned, "Each boy wore *their* coat." The second panel, showing three boys each wearing a coat, is captioned, "Each boy wore *his* coat."

(4) Cartoons can be especially useful in helping develop attitudes which are important to the learning process. Most high-school students are not unaware of the fact that they eventually will compete in the world of business and industry. A cartoon which appeals to this awareness can do much to develop desirable attitudes.

Consider, for example, a cartoon from the *Wall Street Journal* which shows a man saying to a stenographer, "We'll be sorry to see you go, Miss Witherspoon; your unique spelling has given us many hilarious moments." This very pointed cartoon accents the fact that correct spelling is important to students contemplating entrance into the business world.

(5) An especially important use of cartoons is to relax classroom tension. A typical example is that of a ninth-grade English teacher who was introducing the subject of public speaking to her class. She assigned topics for one-minute speeches and gave the students five minutes to prepare. As the time for the speeches approached, nerves became tense. The teacher pointed out that most people—even professional speakers—share a fear of the rostrum. To accent her point, she showed a cartoon of a man introducing a speaker on a platform. The cartoon pictured the master of ceremonies as saying, "Mr. Roe's topic is, 'How I Conquered My Stage Fright.'" But the cartoon showed poor Mr. Roe, standing on the stage, hiding his head in the curtain. The tension in the class dissolved in sympathetic laughter.

How can the effectiveness of cartoons as a teaching device be increased? Several methods are worth considering. Perhaps the most important is to develop the habit of looking at nonpolitical cartoons primarily as potential teaching aids. With a list of uses like the foregoing in mind, it is surprising how many "teaching cartoons" one will encounter in a relatively short time. The best classroom ones are those which are immediately related to a specific teaching unit or specific teaching problem. The total effectiveness of cartoon usage is decreased if the cartoons are only vaguely related to the subject matter at hand.

One midwestern teacher devised a novel way of using cartoons in a classroom writing situation. Her purpose was to persuade her tenth-grade students to concentrate on organization and style in their writing. As she discussed the various ways in which writing could be made more effective, she listed the techniques on the blackboard. At the end of the discussion, she asked students to volunteer to draw cartoons based on the points listed, and handed the volunteers large sheets of white paper on which to draw their cartoons. The student artists chose such topics as these to illustrate: "Use specific nouns," "Choose strong verbs," "Eliminate unnecessary words," and "Use figurative language." The cartoon session was successful in amusing the entire class. More important, the process of creating the cartoons—and their subsequent display—helped emphasize to the students the goals they should strive to achieve in their writing.

Like any teaching device, cartoons must be used with discrimination. Some grammatical rules do not lend themselves to clear illustration. It is obvious that the chief merit of cartoons, their "staying power," also is their chief weakness. A cartoon which produces a misconception can do extensive damage in a learning situation.

Is it possible to develop a list of criteria for judging the potential effectiveness of

cartoons? There are, of course, any number of questions one could ask about a cartoon. I have found, however, that if a cartoon satisfies four criteria, the chances are it will be useful in the classroom. The four are:

Is it constructive? Cartoons which employ high-school students as characters often are excellent teaching aids. But if such cartoons imply mockery of adolescents, they defeat one of the principal purposes, which is to promote good teacher-student relationships.

Will the cartoon capture the interest of high-school students? In order to be most effective, a cartoon should have appeal for the audience which will see it. It should not

belittle the intelligence of students. At the same time, cartoons which are amusing to high-school seniors may have relatively little appeal to ninth graders.

Is the cartoon directly related to the subject being studied? It is almost axiomatic that cartoons are most effective when immediately applicable to a teaching situation.

Does it emphasize the importance of English skills in everyday living? Resistance to learning English can best be overcome if the teacher can demonstrate the importance of language arts skills in daily life. The right cartoons can be important aids in achieving this objective.



Too Expensive for Me

Under the circumstances can anyone reasonably expect that a young man or woman of brains can consider entering the teaching profession? If he has enough ability to be a teacher he will realize that the world costs too much to live in on a toy salary. He will know that every man who has teaching blood in him will have to live by his wits and teach outside the ranks of society's rising race of teaching pygmies.

The suicidal neglect of teachers is almost universal and there are no signs of any social repentance. It is not as if there were no men and women suitable to teach in this kind of a world. There are teachers in today's classrooms who are so mighty that they are making giants of their pupils. Only this week I had a letter from a woman who says her three years as a child under Francis W. Parker in Chicago had a constructive effect on her whole life. Within a week I have seen a teacher of children at work whose human powers and teaching ability are priceless. In spite of things to prevent it a few such teachers find places where they can be paid enough to live passably well. There are far too few. . . .

In a world which pays for everything else the long price, no smart young man or woman who wants to teach can afford to do so. Rather must young people reflect that unless society pays the best kind of young men and women a price that will permit them to use this expensive world for the good of the young, then they will have to do something else than teach.

Yes, this world is too expensive for me, and so I say to young men and women who think they may like to teach, it is too expensive for you. Twaddle about the atomic age and the human giants who must operate it as a laugh. If society will pay through the nose for this, that, and the other type of half developed person and leave the rising generation to be taught by worms then the rising generation will be worms.

In the kind of a world that is coming such a generation of worms will be your children and mine, and they will be crushed to a pulp under the heel of events. For that kind must and shall make new ways to die in.—A. GORDON MELVIN in the *Educational Forum*.

Please Come to Order

By WILLIAM PLUTTE

PLEASE COME TO ORDER. . . .

I'm certainly happy that every one managed to get into the library only ten minutes late. We are improving with every faculty meeting and I am looking forward to the time when we start right on the dot.

Now let's get down to the meat of the program. And I would like to liven up our little get-together with a story I heard the other day. It seems that this parent came to see the principal of a small school because Johnny (boys are always called "Johnny" in stories, aren't they?), the little tyke, had thrown a spitball at one of the girls, oh, and had hit the teacher instead. Well, this parent was pretty irate and began telling the principal that Johnny, oh, was always a good boy and—let's see. Oh yes! The principal replied that the incident represented a good example of ends and means. Naturally, the parent asked why, and the principal told her that Johnny meant to do something but ended up wrong. (Maybe I didn't get it straight.)

Anyway, let's get on with our meeting.

H'm, it appears that we have a problem in school cleanliness. Our custodian reports that 537 scraps of paper were picked up from the cafeteria last week, and so far this week we are confronted with the astronomical figure of 585 scraps. Tch, tch! Surely we can do better. This is a financial problem, in addition to the sordid thought of unclean-

liness. Our cafeteria custodian spends half his day counting scraps now and I say it must stop!

None, h'mm. Mrs. Elopier, will you have your English classes write essays on, let's see—"Our Beautiful School, and My Part in Making It So." Mr. Bongles, will you have your art classes create some inspirational posters on neatness. Mr. Swamp, inform the student council that the school must be cleaned or we will eliminate, completely, paper napkins.

Now, aha, I have a note here that there have been some infractions regarding the sign-in sheet. I must warn you that the arrival time is clearly stated on page 108 of the teachers' handbook, and it would behoove you to check it once again. A word to the wise is sufficient. I do believe you know to whom I am speaking to (if I may end a sentence with preposition).

Any questions?

H'mmm. I've been keeping a few statistics—you know that statistics are the lifeblood of the school—and I find that our composition paper usage averaged $9\frac{3}{4}$ sheets per student for week before last. Or was it last week? Well, anyway, that figure is quite high when I compare it to my study of last year. H'mmmm, here it is: Last year, I believe it was, the paper consumption figure was $8\frac{1}{2}$ sheets per student for a week. Now, if you figure out the cost increase this year, over last, and multiply that by the thirty-six school weeks, you will find we are spending $\$1.51\frac{1}{2}$ more per class (or is it grade)? Well, either classification indicates increased consumption.

However, I do not wish to be dictatorial on such matters; we will vote on the problem. All teachers who feel that we can decrease paper consumption, raise your hands. Good, good. Now, those who feel that this

EDITOR'S NOTE

If principals only knew what teachers thought about during faculty meetings! Would they be amazed! The top dog in this scene possibly exists in a few unfortunate places even yet. Is his type dying out or not? Why not write your opinion? The author of this gem resides in El Sobrante, Calif.

wastage is necessary, raise your hands. I'm glad you agree with me that we can cut down on paper consumption. To make this official I will ask each teacher to turn in a written report, at the end of the month, on the amount of paper consumed.

Here is an important item on my agenda. Will you all please make this change on your cafeteria menus. Next Tuesday we will substitute broccoli for the spinach that is listed. Be certain the youngsters know about this as the head cook informs me that children buy more lunches when broccoli is the vegetable.

Speaking of lunches, one of you left a sandwich on top of the mailbox last Friday and we had a trail of ants from here to Zanzibar this Monday morning. We have used up our allotment of ant stakes, and it would be appreciated if you put your unused sandwiches in the wastebasket. Please wrap them in wastepaper, especially your jam sandwiches.

I have a letter from the president of the student council requesting permission for the senior class to put on a carnival in the gym. There is no need to stress the fact that this type of enterprise will cause many complications, such as building booths and, oh, just oodles of problems. Not to mention the fact that we finally have the gym floor looking real nice, eh Coach? (Would you nudge Coach, Mrs. Straski?)

I was saying, Coach—oh, never mind.

To get back to the problem, I feel the entire faculty should have a say in rejecting this harebrained scheme of a small group of malcontents. Raise your hand if you feel that you want a disrupted school dedicated to a silly carnival. Fine, Mr. Swamp, inform that fine fellow the faculty rejected his request.

Now we will get to the real important part of the meeting. (Please don't move your feet around; it is rather noisy.) If you recall, I asked everyone to submit a creed for our school and I am happy to inform you that Mrs. Sprotz turned in what I con-

sidered the very best. Actually, I'm sorry to say, it was the only one submitted, but I'm quite certain it would have been the best no matter how many others would have been turned in.

Mrs. Sprotz, would you step up and read your "Shashagan High School Creed"? Now, come on Mrs. Sprotz, we are all one big family—and—very well, I will have the honor.

—We are gathered here together—

A happy, smiling throng
Looking forward to the
Right and just

Never to the wrong.

Our heads held high

Our purpose right

We love Shashagan high school

With all our very might.

Thank you indeed, Mrs. Sprotz. Faculty, I have copies of this creed, beautifully mimeographed, that I will pass out to you as you leave—wait! the meeting isn't over—and want each of you to read it to your students the first thing tomorrow morning.

And now, just one more item. Coach, mmm—nudge him again, Mrs. Straski—Coach, we feel, naturally, that sportsmanship is a wonderful trait to build in football, but do you have any idea when you will be winning a game? After all, thirty-three straight losses does cause one to inquire a bit.

No, you don't have to give a talk. Heavens, not again. No, no, there was no thought of criticism, just a question. (Goodness, why did I wake him?)

Thank you, Coach. I'm sure the entire faculty backs you and the team. Will each of you remember to talk to your classes on the subject of "being a good loser." By George, we certainly should be by now.

My, how time flies. Those two hours just sped by and I am happy to say we have accomplished a great deal.

Thank you and good—oops, my fault Mr. Smith; I shouldn't have been standing near the door—evening.

Spread Your Wings, Teacher!

By PETER SAMMARTINO

TODAY'S TEACHER travels more than any of her predecessors. It's a wonderful tribute to her resourcefulness, to her spirit of adventure, to her desire not to be provincial. We in this country are the most world minded people on earth, and a teacher no longer wants to be a person of narrow experiences. The more she knows of other countries, the better she functions as a teacher of young people, as a community leader, and as an interpreter of foreign cultures. I would urge every teacher to try to spend some time abroad on an international program, or to lead a student group abroad, or to plan a trip of her own to a foreign land.

Never before have there been so many opportunities for a high-school teacher to participate in some educational exchange or foreign program sponsored by the government or by a foundation. Don't let the complexity of applications baffle you. It's important for the United States to have as many exchange programs as possible, and as an ambassador of good will you are just as valuable as the next person. You need two things: common sense and a will to succeed.

Is it entirely out of the question for you to lead a group of students abroad? Not at all. I saw many groups of high-school students led by their teachers, and they were a thrilling sight to behold. Of course, it is better if the teacher-leader has already been to Europe, but you shouldn't let that deter you if you really want to go. Don't make rash promises to students. In such a project, you have to have absolute control, but you must lead the students in intelligent, mutual discussions. Have adequate insurance coverage. Think of the worst things that might happen and reason out your actions in case of emergency. Generally

speaking, a leader-teacher should expect to get from half of her expenses to full expenses plus bonus, depending on the size of the group.

When I was on the faculty of New College, an experimental unit of Teachers College of Columbia University, our students worked through their undergraduate years directly for their master's degrees. One of the requirements was that each student had to spend a semester abroad. This, mind you, was during the depression years. It seemed hard, but somehow each student fulfilled the requirement. Our little college of 350 had more students abroad than any other institution at the time. If you want to spend a period of time abroad, you can do it.

If you are planning to go alone, make your boat or plane reservations now. You can always cancel them, but you can't get what you want at the last moment.

Should you plan your trip through an agency or try it alone? As with all things in life, neither way is perfect. You must remember that low-expense tours mean saving whenever possible. There is always danger that you may feel, and sometimes rightly so, that the commercial folks are cutting corners too thoroughly. Student groups from Fairleigh Dickinson College have tried both ways, and we now prefer to make our own independent arrangements. When our trip was planned by an agency, we felt that the company involved was not playing fair in riding the students all night third class to save hotel expenses. At least in a co-operative trip, students make their own decisions and can laugh at their own mistakes.

Should you drive? Why not? It's easier than you think. You can rent a car, or buy

a new foreign car with a buy-back guarantee, or take over your own car. Last summer my wife and I took over a Nash Rambler, paying \$400 for the round-trip transportation plus about \$150 for documents, insurance, and so on. Gas at eighty cents a gallon and oil for 6,500 miles cost us about \$220. Four or five people in a car can mean a relatively economical trip and, most of all, complete freedom. You can also save quite a bit on food. In order to get our proteins and vitamins, we often bought picnic lunches of fresh fruit, native cheese, whole-wheat bread, milk, or yoghurt. The cost was ridiculously low. For example, canned orange juice might run forty cents in a hotel; a fresh orange, eight cents.

One thing to watch, regardless of how you travel, is your stomach. Read Adelle Davis' book, *Let's Eat Right to Keep Fit*, and you'll enjoy your trip ever so much. In our past trips to Europe, my wife and I inevitably had ailments of one kind or another and we were often tired. Last summer we drove 6,500 miles in ten countries and we didn't have a single cold, a single headache, or stomach disorder and, best of all, we were always full of energy. Since we haven't grown any younger we assume that following a few simple rules of nutrition made all the difference in the world.

My advice to European travelers is not to try to see too much. While abroad, you should be endeavoring to acquire a sense of history, an appreciation of art forms, and a leisurely savoring of things rather than amassing a quantitative hodgepodge of disconnected sights. I think it is better, for instance, to make a deep study of one or two castles on the Loire than to try to do them

EDITOR'S NOTE

This enthusiastic, informal, and practical piece was written at the request of the Editor by the President of Fairleigh Dickinson College, publishers of THE CLEARING HOUSE, following his summertime visit to Europe in 1955. Teachers interested in international exchange may write for information to the United States Office of Education, Division of International Education, Washington 25, D.C.

all. In Rome it is thrilling beyond words to do what Picasso has done, really enjoy the Etruscan Museum and to be amazed and inspired by this culture antedating the Romans. If you go to Stockholm, plan to spend a delightful two or three hours seeing the contemporary craft exhibit at the tourist center. Take fifteen or twenty minutes to study the catalogue of a museum so that you can lend your attention to the main exhibits and have a framework for your appreciation.

You can go with a tour or you can go alone or with a friend or two. Each way has advantages—and disadvantages. But no matter where you travel, you will need your sense of humor because things will always go wrong. In group travel, especially, everyone has to be a good sport. You must submerge yourself to the feelings of others. You must decide to let your good nature out-ride any ruffling of tempers.

And one final thought: Don't let your lack of knowledge of foreign languages keep you at home. You'll find that you will be able to get along with your English surprisingly well wherever you go!

Underbuilt or Underused?

A Searching Analysis of Present-Day School Housing

By WALTER H. GAUMNITZ

SOME DAYS AGO I received a telephone call from a magazine writer asking what were the advantages of an "all-year school." I listed those usually advanced by educational leaders—that it makes possible useful educational activities for pupils otherwise idle during the summer months; closer articulation of school programs with work-study plans; less conspicuous make-up opportunities for pupils falling behind, or opportunities for accelerated progress for those capable and willing to do extra study; greater flexibility in programing the schedules of pupils who would benefit more if certain school months could be readily used for travel, for full-time employment, and for similar educative projects likely to be more productive of good than school attendance. The following benefits to the school staff were also cited: twelve months of employment and pay, closer identification with the life of the community, more stability in housing, and time for many services and projects commonly squeezed out in the abbreviated and chopped-up school year.

EDITOR'S NOTE

This article points up the perplexing problems of rising enrollments and their effect on the use of school buildings and the length of the school term. The author presents the issue objectively and squarely. Many readers will recognize Walter H. Gaumnitz for his long service as principal specialist in the United States Office of Education, from which he retired recently. He is now an educational consultant, 1130 Western Way, Orlando, Fla.

I pointed out that there were no data known to me showing that children learned better during the months containing an *R* than during the summer, and that tradition had been the chief factor in making the months from September to June almost universally the school term throughout the United States. I made it clear that more often than not when the school term was extended to include the summer months, the object was to enrich the curriculum offerings and the experiences of youth rather than to save money. Stress was laid on the fact that learning was now generally regarded as going on continuously; that learning acquired outside of the school program in the summer was at best unguided and at worst harmful. I acknowledged that the extension of the school term to include the summer months was almost sure to cost more money rather than less, but stated that such added costs would no doubt pay high dividends in the development of boys and girls. Through preventing juvenile delinquency, the increased expenditures might indeed effect great savings both in tax funds and in the conservation of precious human resources.

As the interview progressed, it became apparent that my writer friend was not interested in more and better education at increased cost. He wanted to know how using schools in the summer could help provide essential space for the growing bulge in the youth population. "The public was interested," he said, "in solving the problem of overcoming the school-building shortage and, if possible, doing so without the enormous cost of new construction." I pointed out that part of the building short-

age was caused by larger proportions of youth remaining in school, especially on the secondary level. Many of these needed new and different types of school services, and these new services in turn attracted types of young people who previously quit school early.

In a real sense, therefore, the two aspects of the year-round use of school facilities could not easily be separated. Such use increases the number of persons served and also provides more services to all of the school's clientele. I pointed out that already there is a growing trend toward greater use of school facilities, both during evenings and during the summer months. Not so long ago school grounds had high iron fences around them and the gates were kept locked except at such times as school was in session. Now ways and means are being found to keep open not only the playgrounds but the swimming pools, gymnasiums, libraries, kitchens, and agricultural and industrial shops. Indeed, it is not uncommon now to provide and make year-round use of school camps, forests, and community garden and farm plots. Teachers' schedules are being rearranged that they may supervise the resulting activities. Such extended use of the school's facilities to both pupils and adults obviously increases the returns realized by the public on the money invested in school facilities. By retention of more youth in school and by provision of better services, the unit costs are clearly reduced.

But the question of major interest to many people, like my interviewer, continues to be whether classroom space can be increased through use of the schools during the summer months. Many people are not greatly impressed by statements of school authorities that planning a program on a four-quarter system is so complicated as to be unworkable. They see only the multimillion-dollar school plant lying idle a great deal of the time. The facts relating to the extent to which the schools are

closed seem at best to place the school administrators in a very questionable position. They must admit that, generally speaking, schools are in session only about six hours a day, five days a week, and thirty-six weeks a year, which means that the funds a community has invested in its elaborate school plant are producing returns for an average of only 180 days, or 1,080 hours a year. This has all of the appearances of a part-time operation. If, for example, the school term should be extended to 240 days a year and eight hours a day, the total would be 1,920 hours, or over three-fourths more than at present. Such an extension would still leave four weeks for school-wide vacations, for renovation of the buildings without the handicaps which might result from classes' being in session, or for the unimpeded reorganization and rearrangement of rooms and buildings.

Such an increase in the length of the school year could accomplish both of the objectives mentioned: (1) enrichment of the offerings and services of the schools to meet better the educational needs of the present day; and (2) the potential accommodation of about a third more students by the addition of a fourth quarter to the school year. Of course, far-reaching changes would have to be made in the programs of the schools, as a result of such an increase in the hours schools would be in session. The professional staff would have to be increased by a third and their schedules replanned. Vacations, college attendance, travel for study, and free-time periods would have to be restudied and reprogramed. Community surveys would have to be made to determine the work, travel, and vacation plans and activities of the families, and their preferences as to the specific quarters and hours they would like to have their children attend school. The broadening of curriculum offerings, the inclusion of work-study programs, the closer identification of the school's activities with

the life and problems of the community, the wider use of camps and other recreational facilities—all of these present and potential extensions of the school's services would have to be replanned to fit such an extended day and school year.

Use of school facilities on a year-round basis would entail the reorganization of the school year into something approximating a four-quarter plan. For the time being, each pupil would basically attend for nine months and six hours a day, as at present. The particular months and hours each attended would, however, not necessarily conform to what is now the general practice—the quarters could extend from October through June for some, from January through September, from April through December, or from July through March for other groups. To make maximum use of the school plant, the grouping of the student body would obviously have to be approximately equal. However, there are cogent reasons why variations in numbers of pupils may be preferable. The quarters could, of course, begin and end with months different from those listed, determined by the particular industrial and social needs of each community. The specific quarters attended by a given group of pupils could also be varied to fit individual and family needs.

The plan to use the schools for eight hours each day is not necessarily a part of the proposal to operate on a year-round basis. It might well, however, be included in any realistic plan to overcome the present underuse of educational facilities. While I am not suggesting that schools adopt wholesale a double-session plan, it seems reasonable to suggest that greater use could be made of the hours from 7:30 to 9:00 A.M. and from 3:00 to 6:00 P.M., when schools are now largely closed. No proof is available that children learn less well during these early morning or late afternoon hours than during those when schools are now usually in session.

Obviously, such extensions of the school day would also necessitate studies of the needs and preferences of the pupils, parents, and teachers if they are to be used effectively. Such studies would, no doubt, result in continuous schedules for some and broken schedules for others. Certain children could attend school better early in the day; others could benefit most from classes scheduled late in the day; still others could best attend during midday hours or for staggered periods. Efforts to take maximum advantage of the extended day would have to consider home conditions, work opportunities and their value to specific pupils, the work programs of both parents, and many other factors.

The time seems to be ripe for giving much more thought than is now the common practice to the underuse of school buildings. Many more experiments with extensions of the school year and school day need to be undertaken if administrators are to be in a position to talk authoritatively to those who insist that present overcrowding of the schools could be relieved if the traditionally short terms and short days were lengthened. A few such experiments are of course on record. Still fewer of these experiments report favorable results. The objections found, however, refer to complications of scheduling, of staffing, of assignment of credits, and similar difficulties. These tend to create the suspicion that traditions are stronger than the will to grapple with the problem without predilection.

Far-reaching educational values are at stake here. Educational leaders are pleading to have teaching regarded more like a profession, so that additional teachers may be recruited and retained; yet it is not hard to understand why the public persists in treating this important vocation as a part-time activity—part time in length of the working day and part time in total number of days employed per year. Administrators clamor for more and more classrooms, but

they do little or nothing about putting the expensive facilities they already have to the maximum use. Students of education know full well that the present school year and school day originated when only the few attended school for an effective period of time and when the amount of education sought for most youth was a small fraction of what it is today. Yet too many of them continue to follow traditional practices when all about us science is challenging the past and is daily changing our patterns of living. The questions may well be asked: Are our schools underbuilt, or are they seriously underused? Are the possible extensions in the use of the schools being put to the test in such a manner that convincing answers can be given to the preceding question? Are we inviting competent representatives of the public to join us in studying the experiments and tests involved in this issue? Are we seriously interested in tackling this knotty problem, or are we more concerned with maintaining the status quo?

Perhaps we should begin by examining the available literature on the subject. A good deal has been written. Careful study of some of the following references will serve to provide a start.

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Accentuate the Positive

¶ Sam Levenson, the comedy star who once was a teacher, participated in a program, "What's Wrong with Our Schools?" He made this contribution: "What's wrong with our schools is that everybody is afraid of somebody. The teacher is afraid of the principal, the principal is afraid of the superintendent, the superintendent is afraid of the Board of Education, the Board of Education is afraid of the parents, the parents are afraid of the kids—and the kids aren't afraid of anybody."*

¶ Undoubtedly this comment evoked much laughter, for, on the face of it, there is evident humor. However, underlying this remark as well as the program in which it was made is an undercurrent which should be of concern to educators.

¶ The negative side of the problems confronting the schools today has received public attention at the expense of the positive side. A carefully calculated remark, a divulgence of a bit of misinformation or a half-truth sow the seed of uncertainty, and we find ourselves on the defensive again. There is need to accentuate the positive, for there are many developments in American education worthy of note.

¶ We are training more students today than ever before. While this increase has brought problems, the results have been gratifying. In high school the holding power has increased greatly. Today's students remain in school longer than did their parents. The teaching of the three R's has improved and beyond this the schools attempt to develop students to be citizenship minded, culturally inquisitive, vocationally competent. In spite of limited budgets, overcrowded classrooms, and teacher shortages the schools are accomplishing excellent results. And these achievements should be brought to the attention of the general public with enthusiasm and pride.

¶ How is this to be done? National and local educational associations have entered into the field of public relations with considerable success. Reports by administrators and boards of education to the community have helped to develop an enlightened public. Many civic and lay groups have championed the cause of American education and have expressed their support through such mass media as television, radio, and newspapers. But the challenge to accentuate the positive falls squarely on the shoulders of the classroom teacher, for he is the common denominator of our educational system. A proper attitude toward the task at hand, a desire to grow professionally, and a deep satisfaction in a job well done make him the best emissary of good will the school can have.

—JOSEPH GREEN

* Reported by Ben Lyon in the *New York Post*.

Money Is Only Imaginary

By LOUIS E. SCARAMUZZI

THE MANNER in which I was teaching mathematics didn't appeal to my students; new ideas of presentation maintained their interest for short periods of time only. Students who were applying themselves, and doing *A* work consistently, were not challenged enough. They found the work easy, the classes dull and boring, and some became disciplinary cases as a result. On the other hand, the pupils doing failing work because of a lack of mathematical ability were being compelled to do work that was geared for the average pupil. This presented too much of a challenge for them. Some just gave up trying, others became discouraged and lost interest, and some of them became disciplinary cases. Obviously something new and entirely different was needed—some method of maintaining their interest. Thus the idea of the following project was born.

Description

The project consisted of keeping a record of the disbursement and receipt of imaginary money. The record was kept in a paper-covered notebook, or workbook. Each member of the class assumed he was the head of a family of four, and also assumed the responsibilities that go with the management of the finances. Each student was given the following three basic items: capital of \$10,000, purchase of a house for \$7,000, and purchase of furniture for \$2,500. Also, he would receive a salary of \$65 a week before deductions were made. All other items were optional, such as insurance, auto, and so on. Some of these optional items, however, called for certain requirements, such as auto insurance.

As we studied about a certain topic, the students would become involved in a situa-

tion which would be a practical application of that topic. For example, their first requirement was to take out a mortgage on their house.

They were given the following information: cost of house, \$7,000; minimum down payment, \$2,000; rate of interest, 5.5 per cent a year for a maximum of twenty years. They were required to compute the interest and monthly installments. They had the option of borrowing any amount up to \$5,000 and for any number of years up to twenty.

This same pattern was followed throughout the project. Pupils were required to solve problems similar to those they would ordinarily solve, but they were given the opportunity to make choices within certain limitations and also to apply what they learned to something that was practical and real to them. In my opinion, this method created an incentive for them to want to learn the correct procedure, and also it made the math work more interesting and meaningful.

General Procedure

The project was started on December 14, 1954, and for the first seven days, which were just prior to our Christmas vacation, we read about and discussed in general the topics with which we would be concerned on our projects. This discussion included such topics as taxes, installment buying,

EDITOR'S NOTE

This is the report of a project in three eighth-grade mathematics classes at Dalton Junior High School, Dalton, Mass. The author taught there in 1953-1955 and is now in the insurance business in Pittsfield, Mass.

insurances, banking, investments, stocks, loans, checking accounts, and savings.

After our vacation we began recording information in our workbooks. The first items were the \$10,000 capital and the purchase of a house and furniture. After these items were computed and recorded correctly, we were ready to begin computing and recording the items of a weekly plan. A weekly plan was a list of expenses, incomes, and situations which would confront an average family provider. These weekly plans were numbered and dated according to a separate calendar. For the purpose of simplicity, each day that a plan was presented was considered a week and each month contained exactly four weeks. A weekly plan would consist of certain everyday expenses plus something that pertained to our present topic. The following weekly plan is an example taken from my daily lesson plans:

Grocery bill, \$14.

Second house payment is due.

Electricity \$5.65.

One pair of shoes.

Salary \$65 minus income tax and social security.

Purchase an automobile (optional).

On an average, I presented three "weekly" plans each week, depending upon the amount of time needed to complete the work on a topic or plan, the interest of the class, and their anxiety to know about the items of the next weekly plan.

In order to keep enthusiasm and interest at a high level, my policy was to put an element of surprise and humor into many of the plans. As an example, a plan might contain the following item: All persons owning Ford cars were involved in a minor accident; a fender was dented which will cost \$85 to repair. This not only produced laughter and kept interest high, but also put into application the principles of collision insurance.

Each day three or four pupils were quizzed orally at the beginning of class and

were given a grade. Occasionally, discussion or disagreements arose from these quizzes, and to take advantage of a learning situation this discussion would be our lesson while it lasted. Daily lesson plans were prepared well in advance, but every effort was made to take advantage of learning situations as they arose.

To create some of these learning situations, the pupils were allowed and encouraged to work in groups, to seek information from parents and other adults, to seek information from textbooks, magazines, periodicals, newspapers, and pamphlets. To discourage them from merely copying figures from someone else's book rather than working out the problem, they were quizzed on their choices and their figures. Although this discouraged copying to a great extent, it did not eliminate all of it. As far as can be determined there were only ten pupils out of eighty-five who copied from others and these were the slower pupils who found some problems too confusing to solve alone.

Teaching Methods Used

The following teaching methods were used to supplement the work of keeping individual books in order.

(1) A debate was held in class on the advantages and disadvantages of three different life-insurance policies. The material for this debate was obtained from textbooks, insurance pamphlets, and interviews with insurance salesmen.

(2) Every car owner was assumed to be involved in an accident. Carelessness in driving on the part of the car owner causes his family to suffer. The details of the incident were supplied by the instructor and the principles of automobile insurance were applied.

(3) Other incidents were described to put into practical application certain principles of the topics studied and to supply a humorous surprise occasionally. For instance, each house was damaged by fire to

the extent of \$700; anyone who did not own a car lost a \$100 bill while getting on a bus; each individual had to buy stocks and then sell—the selling prices of these stocks varies from day to day. Those who were lucky and sold on the right day made a profit and, of course, the others suffered a loss.

(4) During our February vacation, we assumed we all went on a trip. All car owners traveled by car and had certain expenses and slightly different situations.

(5) To introduce a new topic, each individual was required to find and write out in full the answers to several questions asked by the instructor. This assignment was due three or four days after it was given. The answers were taken from textbooks and pamphlets. This method exposed each individual to the answers and thus gave some background for discussion and questions in class.

(6) A situation was created by the instructor in which nearly half of the class had to borrow money in order to meet the requirements. They were allowed to borrow from a classmate who could spare it. All involved had to make out promissory notes and have them O.K.'d by the instructor. The interest had to be computed, the exact number of days had to be figured, and the correct details had to be on the promissory notes. The borrower had to put up proper collateral or find a cosigner. The learning situation created here is quite clear.

Results of the Project

In my opinion, more learning took place than previously. It is a fact, but does not necessarily prove anything, that the grades in general were better than they were prior to the project. Not only did the pupils learn how to use the mathematics involved but also they had a greater understanding of the topic itself, so that the figures were more meaningful. This method of teaching gave the students the opportunity to set their own pace and work within the limits

of their own capabilities. I was amazed and greatly pleased to see many of the slower students do so much work. How much they learned and will retain is a question; however, *some* learning must have taken place, which is better than none at all.

Please do not get the idea that we ignored the work that is required in the textbook. The project supplemented the textbook. We still worked some problems from the text for practice and then when we were ready we solved the problem that concerned our individual project.

Grading

The following system was used to grade the pupils:

Oral quizzes each day for three or four different pupils—25 per cent.

Written tests once a week for all—25 per cent.

Written homework assignments—satisfactory or unsatisfactory.

Workbooks—50 per cent, based on accuracy in recording, appearance of book, correct figures, amount of work done.

Disadvantages

Like any teaching method, this one is not perfect and it would be unwise not to mention some of the faults as I saw them:

Some items and figures were only partially true to life.

Since each person's book was different, a great deal of individual attention was necessary and it was impossible to give everyone all the attention needed.

This method of teaching gave the disinterested pupils (there were a few) an opportunity to do very little work on their own.

Some copying took place. The daily oral quizzes discouraged copying to a certain extent because an individual had to explain the what, how, and why of his figures. These quizzes and the workbooks did bring out the fact that there was some copying being done.

Because of the large number of hours of work involved in the planning, preparing, and application of the project, over and above the regular work of planning and teaching daily lessons, it was very discouraging to me to see some of the low grades received by pupils on tests.

However, discouragement was offset by a very gratifying feature: the fact that pupils were heard discussing and even arguing about their math work outside of the classroom. Some pupils consulted their parents for help, others consulted people who are experienced in certain fields of business, showing that the pupils were *interested*.

When interest is focused in the right direction in the classroom, disciplinary problems are greatly reduced, more learning is taking place, and school becomes likable.

Pupil Reactions

Midway through the project I asked the pupils to answer questions pertaining to their likes and dislikes of the project. Out of a total of eighty-five pupils, only four indicated they were not interested and did not wish to continue with it. Others were interested and also indicated they thought they were learning more than if the text were used alone.

Individual Differences in the Spelldown

By CHARLES JENCKA
(Flint, Mich.)

Teachers of spelling are concerned with meeting individual differences in their instruction. An idea as to how this aim can be achieved in one activity of the spelling program, the spelldown, is here described.

In the traditional spelldown the children who need practice the most get it the least, and the children who need it the least get it the most.

The innovation in the old-fashioned spelldown calls for allowing a child to return to his seat to continue with new or previously assigned work after spelling correctly a number of words. The child who continues to misspell remains standing.

It is important from the psychology of learning that the children who remain

standing after misspelling words be given an opportunity to spell the words correctly, repeating the correct spelling of another child in the line or that of the teacher.

There is the need to avoid having a child perpetuate an incorrect response, and the need to give him an opportunity to initiate the correct response. For as every thoughtful teacher knows, it is their responses that children learn.

The last few children who remain standing in the line, though not qualified for an award for excellence, reveal to the teacher the children who need special help in spelling, and who in this spelldown are afforded an opportunity to gain needed practice in spelling words.

Carnival Interest Enhances Effort

By DAVID G. KAROLIUS

LAST YEAR Waller High School ventured forth with a new idea in our school—to produce a school carnival, in order to raise needed funds. Some teachers were in disagreement with the project, because it involved more work. However, they all realized that beside the main purpose in running the carnival, many learning situations would be involved in producing it. Each division in the school was to plan and think through some fund-raising project as part of the carnival. Each division would be assigned a booth in the large boys' gym, where the carnival was to take place.

How could I interest my division in such an undertaking? It would be a simple matter, an easy way out, to sell soft drinks, popcorn, or some other edible product. But every boy and girl could not take part in an activity of this sort. No, I did not like that idea. Instead, I suggested a spook house, or fun house, which could be easily set up in our room. An unused staircase led directly from the gym to our room, as our room was originally intended for a health room, though it was now used for instruction in vocal music. The idea became fixed in my mind as one that would have appeal to my group.

At regular division meeting time, I suggested that we all think of running a spook house for the carnival. Every boy and girl became intensely interested. Who were to be spooks, who would construct the secret passages, could the tape recorder be used to record strange noises and weird music? Everyone, including the teacher, was fired with plans for our part in the carnival. What fun it would be!

Our division president, Heidi Sautter, began organizing all pupils in the division into groups doing jobs they themselves were interested in. For two weeks, old bed

sheets, rope, rubber masks, paint, nails, lumber, old stage scenery, and even a stuffed owl, began piling up in a storage room. As the carnival date drew near, our room, seating a choral group of 125 members, lost the dignity of a music room. It became a series of passageways, sheets suspended from the ceiling, caskets made from packing cases, and other objects intended to scare and frighten our customers. We used portable stage dimmers to control various lighting effects throughout the room. A roll of magnetic tape had been recorded with screams, organ music, and other unearthly sounds. This was played, and created the desired mood. All was prepared and in readiness. Interest was burning in each boy and girl to perform at his best for the success of our business venture. The effort put forth by each was unbelievable.

Several of the division girls, dressed and painted as ghosts, went through the gym in an effort of salesmanship to draw the student body to our show on the third floor. Others collected fifteen-cent tickets at the entrance. Others directed the customers up the private staircase, just off the gym.

The show was going on beautifully till the scenery we used for passageways began breaking loose from the moorings. Con-

EDITOR'S NOTE

The "interest" in the title could refer to teachers or to students or to both. From my observation of the author and my acquaintance with his fun-loving nature, the "effort" applies to him as much as to the students. He is chairman of the music department at Waller High School in Chicago.

stant pressure by large groups attending the spook house caused this. We closed shop for ten minutes to make repairs. Other mishaps during the day caused short periods of repairwork. Later in the afternoon, jobs were exchanged to ward off fatigue. We closed the entire carnival at regular school closingtime. At seven o'clock we opened it again for parents and former graduates of the school. The evening performance lasted until ten o'clock. Several boys and girls in the division reminded me that certain changes should be made in the passageways as they didn't intend that their parents should crawl under the piano, or go through other devices that kids liked. This impressed me—their consideration and respect for Dad and Mom.

The following morning we had the job of returning all furniture to proper places. The task looked like a terrible one to tackle. Classes began coming into the room just as they would on a normal school day.

Everyone (Music 1 classes, mixed chorus, and certain others) began putting things in order. Girls were sweeping the floor. Some boys got mops and went over the entire floor. One hundred and twenty-five chairs had to be carried back to our room from the instrumental music room where they had been stored. By 10:00 A.M. no one would have known a spook house had been set up in any part of the school.

The boys and girls in our division had accepted a suggestion which interested them. They carried through the entire project from start to finish. Each boy and girl took part in one phase or another to make the success we had hoped for all along. Perhaps the project brought the group together more than anything else they had done thus far. At this writing, some are in college, others are working. However, when they come in to visit, mention is always made of the fun they had in the spook house.



School

By LOUIS GINSBERG
(Paterson, N.J.)

Try, with a proverb
A teacher repeats,
To anchor visions
Safe in seats.

Try to contract
A branching tree
Into a narrow,
Stern decree.

Try to net
Breezes nimble;
Try to prison
Storms in a thimble.

Pinion a tempest
Into a rule;
Squeeze quicksilver—
That's school!



Tricks of the Trade



Edited by TED GORDON

RENEWING OLD BOOKS—One night a miracle happened to our library shelves, and the old, dull, drab, shabby books were transformed into the height of fashion. The library club members waved a fairy wand and with the snip of scissors and some gaily colored wallpaper, new jackets were placed on all the old-looking books. A white paper with a neatly printed title pasted on the back and a glossy cellophane slipover gave the Cinderella effect. The next day the library circulation tripled.—*Adona R. Sick*, Librarian, Union-Endicott, N.Y., High School.

COUNTY YOUTH DAY—As held in Washtenaw County, "County Youth Day" is an excellent sociodrama for the use of community resources to teach government. Each high school in the county selected a full slate of county officers. On "County Youth Day" each adult county official entertained and instructed the youth group selected for his office. The American Legion, County Officials' Association, and county schools co-operated. Judge Breaky tried part of an actual court case before students in the afternoon. More information about this is available through Postcard Conference, Slauson School, Ann Arbor, Mich.

PASSING ON POETRY—A way of developing an interest in poetry was passed on to me by Mrs. Margaret Boutelle, long associated with the P. K. Yonge Laboratory School at the University of Florida. A short line or two of a well-known poem may be written on the side chalkboard in a classroom. This quotation may be left incomplete. No direct mention of it is ever made by the teacher. New quotations replace the first ones every few days. After a week or

two of this, the teacher may find that many of the pupils have looked up and have identified the original poems. No doubt all pupils will have developed some curiosity and interest.—*James L. Wattenberger*, Assistant Professor of Secondary Education, University of Florida.

LEND-LEASE—If unequipped students or chronic borrowers are your problem, a system of lend-lease may be a solution. Buy two dozen good pencils and several packages of notebook paper. A student may obtain a pencil or sheaf of paper whenever he needs it. He keeps the brand-new item. The next day he brings a new item of similar quality to replace the one he obtained. The supply remains constant. Students seem to accept this responsibility very well.—*Adaline Hull*, Clinton, Ill.

TAKING TURNS—In order that each student would have a fair choice of the most desirable materials shared during a given unit, I named each of the five groups of tables for a day of the week. Thus on Monday, the Monday's tables went first, followed by Tuesday's group, and so on. The next day, Tuesday's tables went first, followed by each group in its turn, with Monday's tables going last. This routine pleased us all.—*Helen E. Deans*, Florida State University.



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE.*

The Contest and the English Program

By SALIBELLE ROYSTER

PERENNIAL as Christmas or commencement is the high-school contest, often accepted, if not welcomed, by administrators as a public-relations contact. It is then passed on to the head of the English department to produce results. Teachers frequently consider it with disfavor as an interruption of the regular work. Pupils regard it with indifference or dread. After several years of poor response on a voluntary basis, I decided to try a new device, hoping to increase the number of winners and to make a real teaching tool of this rather dubious asset.

In our college-preparatory composition course for seniors, a term paper is required, replete with footnotes, outline, and bibliography. Why not, I reasoned, use the essay contest as a sort of dress rehearsal for the research paper? Pupils would have more practice in writing on the higher level, in library searching, in note taking, and in organization of material. Incidentally, the teacher would have more and longer papers to grade—but then an English teacher's work is never done anyway.

For the last three school years I have tried this method with two contests well known in Indiana high schools: the thrift and the employment-of-the-handicapped contests. Students complained a bit at first about compulsory participation, but I have had only one refusal in seven semesters. Papers are graded for correctness and for felicity of expression as well as for ideas. Later, results began to come in. In 1953 Richard Robb, a senior, won a \$100 prize for his essay, "Save! It's the American Way to Success." In 1954 Anne Mandeville received the grand prize in the state, \$500, for her essay on the same subject. Paula Sherrod snagged a \$100 prize in 1955. Employment of the handicapped brought two

prizes, third in the state in 1953 and fourth in 1954, including a trip to Indianapolis, where winners, their parents, and their English teachers were feted. Last year we agreed to add a third contest, civil defense, and won third place in the city. Third place in the state also went to our contestant in the Pilgrim heritage essay contest.

The local branch of the American Association of University Women offers biennially a poetry prize in the high schools, with one or two honorable mentions. In 1952 and 1954 my students won sweepstakes. A sophomore girl won first place and a junior boy honorable mention in 1952. Two years later, all the honors were carried off by three of our seniors, no other school in the city scoring.

Having tasted victory and found it sweet, we decided to try the state high-school achievement tests in English, sponsored annually by Indiana University. Study of spelling, proofreading, vocabulary, and grammar superseded everything else for several weeks. In the 1954 regional, one of our contestants was four points ahead in a group representing three counties. She and three others were invited to Bloomington to try their skill in the finals. Curiously

EDITOR'S NOTE

Student contests, especially those requiring essays or compositions, are generally not regarded with affection by teachers or principals. The author makes a point of satisfying two requirements (one of which is a contest) through one assignment. She is head of the English department at Reitz High School in Evansville, Ind.

she did not score, but her friend won a gold medal, representing first rating in the state. Another quiet girl showed up with a bronze medal, third rating. In 1955 we were first in the state in the regional and won second and third ratings in the state.

What is the effect of all this, besides winning prizes for individuals and bringing

favorable publicity to the school? I know only that seniors from the last three classes keep coming back from college to tell me that their contest training helped them, particularly in familiarizing them with research and in making them testwise. Perhaps there is a way of turning the distasteful contest into a real teaching device.



The Spirit Moved Us

By MILDRED C. HEMPHILL
(Chanute, Kan.)

"I visited a Quaker meeting," said the lively redhead in my social living class. "I liked it, too."

"Why did you like it, Robin?" (I always wanted to add "hood" to the name of this blue-eyed Irish dynamo.)

"Well, it was so quiet—just different from anything I'm used to. . .," he answered.

I'm certain it was, I thought, as he continued to talk.

But from Robin's remark the idea of a Quaker meeting for our social living class was born.

With teacher-pupil planning, the decision was that Fran should make the sign, which read:

QUAKER MEETING QUIET PLEASE

and place it on the hall door.

Subjects suggested for the pupils to speak on were a beautiful or sad experience, an observation, a wish, an interesting personality, a good book, and so on. The only taboo subjects were those containing jokes. (These were saved for our joke fest to be held later.) A time limit of two minutes for each speaker was encouraged. The pupils agreed not to reveal their choice of subjects, so that a high level of interest could be maintained.

On "Meeting Day" the class came in silently (almost), each pausing only to take a number from a box, which told him the order in which he would speak. The Quakers probably wouldn't approve of this, but the chairman thought it a good idea. At a later meeting the idea was abandoned so that pupils spoke only when "moved by the Spirit." Surprisingly this worked well also.

One hour after the meeting had begun, twenty-five ninth graders had spoken and done so surprisingly well. Wonder of wonders, there was 100 per cent participation, and there were no comments between speeches. Such dignity. Such silence.

After the meeting had closed, each pupil wrote a paragraph on what he had heard that interested him. Some wrote *more*. Again there was 100 per cent participation!

The evaluation from the class brought out these points: (1) that everyone was exceptionally quiet and courteous; (2) that everyone had had something to say; (3) that the experience wasn't hard to write about; and (4) that it should be repeated.

As an innovation, it had far-reaching effects. A boy sent by my supervisor to deliver a message to me returned to her with the astounding announcement, "I couldn't go in Room 213, Miss W., they're having a Quaker meeting—whatever that is."

How Did You Play the Game?

By CHARLES A. TONSOR

ADOLESCENCE is like a football game. There are rules to learn, decisions to make or take, penalties to endure, plays to work out and execute, opponents to scout and checkmate. No one but a coach would dare to make that statement; yet it is more than a metaphor. I know because I coached football for some years.

Rules to learn! That's one of the toughest things for the adolescent to understand. To him, adulthood is freedom from all controls, freedom from all the restrictions that hold him back. In his attempt to cut the apron strings that betoken dependence on his parents, he assumes there are no strings upon his conduct, no book of rules. That's his first fundamental error, for life is a matter of rules, if for no reason other than that more than a handful of people exist in the world. A book of rules binds the electrons in their orbits, around the proton. There is the deuce to pay if the rule is broken and an electron goes flying off into space to bang into another atom—fireworks, radiation, and what have you.

The poet has changed the metaphor, but not the idea:

Each is given a kit of tools,
A shapeless mass and a book of rules
And each must build e're life is flown
A stumbling block or a steppingstone.

Every youth ought to carry these lines fastened to his Social Security card or his driver's license. We fail to educate and guide youth if we neglect to give them this concept of a book of rules. How can they play the game of life without it? The moral code is a book of rules. I realize that in the face of the permissive tendencies of the age, there is not much respect for rules, but how far will two people get in Canasta if

neither knows nor follows the rules? Life is no different. We must expect delinquency, more and more of it, unless we begin to develop the concept of a book of rules. We have a definite responsibility to make the rules known. As the poet put it:

Life however you may view it
Is no easy parlor game!

We are utterly unrealistic, however, if we expect the rules always to be obeyed. In the heat and hassle of the game, the best of players will break a rule. The officials will assess penalties, some of them severe. But a penalty there must be, for a rule has been broken. Our duty as school people is to enforce such a concept. Our coaches do it, why not we? I know that some eyebrows will be raised, but I know too that those very ones who raise their eyebrows will either follow the rules in figuring or reporting their income tax or pay the penalty. After every game, the coach discusses the losses accruing from penalties. If a player cannot control himself, the coach will yank him out of the play. That's a severe penalty, for his mates all view the

EDITOR'S NOTE

There are rules to the "game" of school as well as to the "game" of life. How can the respect of high-school youth be developed for the rules they are required to follow? Do you favor what hockey players call the penalty box, or a method involving "sweetness and light?" The author claims we owe it to youth to build up their concept of taking the medicine. He is principal of the Grover Cleveland High School, Brooklyn, N.Y.

player as letting the team down. But the team cannot be handicapped by one who fails to control himself, who fails to follow the rules.

The trouble with us teachers in handling the infractions of rules that youth makes is that we neither stress vividly enough the need for the rule nor handle its infractions in the way the coach does—by a heart-to-heart talk with no “case” records. What coach ever bothered with paperwork? That heart-to-heart talk stresses duty to the team and duty to himself. Another trouble with our penalties is that they are often arbitrary and seldom a *consequent* of the infraction. In football, an advance secured by illegal means is not only canceled but further advance is made more difficult because the ball is then set toward the defended goal. Teammates thus understand the effect of not playing the rules and the necessity for keeping one’s head. Do we follow this example in schoolwork? We may enforce “discipline” but often it is not such as to build up respect for the rules.

We owe it to youth, then, to build up a concept of the book of rules.

But we also owe it to youth to build up the concept of taking the medicine, of paying the penalty. In the game, those penalties are definitely *prescribed*. Holding results in a loss of fifteen yards; off side, in a loss of five; unnecessary roughness, in a loss of half the distance to the goal post. The severity of the penalty matches the severity of the offense, but every player knows before he commits the offense what the penalty will be. Does youth know the penalties for violation of school rules? If you have a student court, does it have a definite book of rules, with penalties for violations? Are the penalties stated in the student handbook? Do you have a code? Was it adopted by the students? Do you associate student infractions with the corresponding element in the code? The coach has both book and code. The community court has. And their penalties are carried

out. Does the student body know that the principal or teacher will stand by the student court or that appeal may be taken from the court to you but that if an appeal is made you will act in the light of the rules and the penalties stated? That is a concept young people need in order to become law-abiding adults in a democratic society. Too often have they learned that everything can be fixed.

Have you a student government? Do you and they discuss the book of rules each year as the coaches do, to see where change is needed in the light of the experience of the past year? This is necessary to keep the rules up to date and close to the game. In this way, too, rules are likely to be as few as possible, as clear as possible, and acceptable by the student body.

In the game, the player has decisions to make, often with only split-second intervals between observation, decision, and execution. If the decision is correct, the team benefits; if incorrect, it suffers. The player must therefore train himself in the theory of the game, be familiar with the type of plays, and scrutinize his experience in order to have material available for instant application when that split-second decision has to be made. Often he has decisions to *take*. He may not like what the officials rule, he may protest vehemently; but comes the warning from the official or the signal from the coach and he accepts the ruling and falls in line for the next play!

Are we half as careful in training him for making and taking decisions in the game of life? Does he understand that his studies are concerned with the theory of the game? Is his experience in the game called upon to evaluate the theory, or if he is asked to act on the theory is there any post-mortem such as the coach holds on Monday afternoon? I doubt it. He receives a failure, a detention, a poor character mark, and that’s that. Yet in the field, after every ruckus, such a meeting is held.

Have you ever conducted an early-bird

club? It's a barrel of fun! Students who have been late excessively are rated deficient in character. If they want to remove the deficiency, they come a half-hour early for seven days in a row. If they miss a day, they begin over. If they lose their club card, they begin again. It's lots of fun to kid them as they lose out and start anew. It takes only two or three times for the idea to sink in. They ask what they can do about their tardiness and you ask what they suggest. Accept their suggestion; hold them to it because it was their suggestion. Or point to the clock, two minutes past the early-bird time, and greet them pleasantly next morning as they start over again saying to you, "You're not going to get me this time. I told the bus driver if he passed me up, I'd make him come in and explain." Or, "I bought a new alarm clock with some money I earned." Learning how to solve a problem in their own way! And watch the fellow squirm who has started on a new card and later finds the old one!

Gradually they learn the rules and the penalties. Later they open up about why they overslept. "Worked till three o'clock last night." Then you can talk over a situation and start helping them get a better job (through the placement adviser). The training in courtesy, self-management, acceptance of penalties, making and accepting a decision is marked. The rest of the staff are aware of it. And so are they. They do not hesitate to come in on their own with other problems, even those whom teachers have "fired out." They begin to appear on service jobs here and there. They have learned to play the game.

Youth must also be trained to make decisions involving a lifework or field of interest for a lifework and to take steps to secure the necessary preparation. Do we have coaches for this activity? Who gets as close to the student as does the coach of the team? Who takes a personal interest, as does the coach, to dig out possibilities for scholarships? The human element is

very important. Information may be secured from books and agencies, but where is that personal interest and knowledge possessed by the coach, who can give unhesitatingly the strong points and the weak points of every player, who knows how far each player may be relied on in a pinch and where he will fail? Not only must vocational decisions be made; there are social decisions, friendship decisions, and many others in which youth must be under the scrutiny of an interested coach who will "bawl him out," as he expects to be, or pat him on the back.

Boys must learn how to handle girls. The football player who doesn't, doesn't last long. The trouble with a swelled head is that one can hear the brains rattle around inside. And girls must learn how to handle boys. The girl who goes "ga-ga" when a crooner comes to town needs to be called into a coaching session. In this area particularly, youth needs a good coach. A broken romance is often magnified out of all proportion and turns the individual affected into the depths of misery. The student who is beaten out for the team, or for a scholarship, or for a part in dramatics may need help. The greater the devotion and effort set on the goal, the greater the reaction.

Of course, we adult spectators can stand by and laugh at the discomfiture of youth. We have gone through the experience, time has removed the rough spots and the shadows, we see only the ultimate result, and in memory the game takes on a rosy tinge far different from what it was when *we played it*. Youth, however, is *playing it* and can't always understand our grins and laughter. The situation is dead serious—sometimes too serious. Yet as the years go on, the same situation will develop and these same young people will laugh both at us old fossils and at their own successors.

Yes, growing up isn't easy because many a hidden element, unknown to us, complicates the problem—a broken home, an alco-

holic parent, a criminal parent, and the gamut of social and physical woes. Achieving social and emotional maturity and physical tone is a problem that requires a strong arm on which to lean and a philosophy of life that carries one on despite "the slings and arrows of outrageous fortune." Once over the hump, as the mountain climbers say, the rest of the course is comparatively easy. But to get over that hump, youth needs many helping hands, and many coaches—who do not fire a player out of the game until he becomes too much of a risk to the success or morale of the team.

Not just in extraclass activities can the teacher get close to the individual student but in the day-to-day work of the class, provided the teacher seeks to convey to youth the book of rules and to coach him on how to apply the rules. In the daily penalties for infractions, if they are properly assessed, the teacher and the student may find the stimulus to learn the rules so that life may carry not too many decisions by the Great Referee. As Grantland Rice has expressed it:

When the Great Scorer comes
To write against your name,
He marks not that you won or lost—
But how you played the game.



Teaching for World Understanding

Now mankind is confronted with the perplexing and difficult problem of building effective community relations on a world level. . . .

There seems to be no set formula for developing an awareness of people from other lands among students in the classroom. Each teacher must devise his own way of working with students. Teaching for world understanding has been described as that which infiltrates the curriculum. It is the type of training that must be made *continuous* and not limited to one or more periods weekly. To be effective it must be promoted by all members of the school staff. Performed in this manner a program of this nature shapes better attitudes among students about people from other lands. . . .

A teacher of music in the junior high school tells of a music appreciation course in the seventh, eighth, and ninth grades which developed a study of three different countries in order to gain a better appreciation of the people and their music. The people, industries, art, standard of living, schools, churches, government were studied to help students become aware of the problems confronting people in various parts of the world. Films, filmstrips, recordings, maps, globes, pamphlets, speakers, etc. were used to supplement the study.

The teacher and students indicated this kind of study gave them a deeper insight into the composer's intention. In many cases it showed the various restrictions and the degree of freedom placed on the composer and how this was reflected in his music. Upon completion of these units the three classes met to share their experiences.

International understanding clubs at this age level are a very effective way of promoting world understanding among students. Activities can be carried on to make students conscious of people from other lands and they can be presented to parents in various ways pointing out their responsibility in the area of better world understanding.

Pen pal correspondence with students abroad is a good student activity. During the immigration period when people from other lands were coming to our then undeveloped nation, much of this type of correspondence came about naturally. These people wrote letters to their loved ones back home, included beautiful descriptions of the new land, and told about the people and their way of life. Since these days this type of correspondence has diminished and so has much of the understanding among people in various nations of the world.—JOSEPH ALESSANDRO in *Pennsylvania School Journal*.

Senior finance in junior high:

A School Store Operated as a Stock Corporation

By

WILLIAM SCHLAGER

"All right, Johnny, I'll meet you after class at the Corner."

"Swell, Jim. Don't be late because we have to be back for fifth period."

What's this? Students hanging around the corner between classes during the school day? Contrary to your first impression, when students at Morris Township Junior High School speak of the "Corner," they do not mean the usual hangout. They are speaking of their school store, operated in the form of a stock corporation by the business education students as an extracurricular activity.

The idea of a school store on the junior-high level originated with Stanley C. Lank, a former member of the board of education. Offered as a passing thought, the idea was seized upon by Dr. James M. Lynch, Jr., principal of the school, and myself. Named the "Corner" because of its location at the intersection of the main corridor and the classroom wing in our new million-dollar building, the store was officially opened for business last spring. Students must pass the Corner before entering or

leaving the cafeteria and while changing classes. Another desirable factor in its location is that the business education classes meet directly across the hall, making the store easily accessible to the students who operate it.

The Morris Township Junior High School feels that any activity should have a definite educational value before it can be put into operation, or it is not justifiable under our philosophy of education. The Corner has been set up with the following objectives in mind:

(1) To give the students training in the operation of a retail store through instruction in how to deal with the public and how to make internal checks on inventories or sales.

(2) To provide a convenient place for students to purchase supplies.

(3) To give students an opportunity to begin learning about displaying and advertising merchandise.

Every student in the school may buy stock in the Corner at fifty cents a share. No more than four shares may be purchased by a student, and the shares are not transferable without the consent of the board of directors. Printed stock certificates are issued to the students at the time of purchase and then are held for a period of three years. The certificates must be returned to the corporation upon the completion of the ninth grade. As Morris Township Junior High School is a sending district, this rule was necessary. Any profits that the Corner makes will be returned to the students in the form of dividends. The

EDITOR'S NOTE

The word "corner" has some fascination for boys who like to "hang around" the corner. Here is one right in school, where they may become part-owners. They may "own" a corner. The author of the article is the business education teacher at the Morris Township Junior High School in Morris-town, N.J.

hope is that a part of the profits will be retained by the Corner to be used in capital improvements, such as purchasing a cash register and an adding machine.

The board of directors is composed of five members. There is a representative from each grade in the school, plus Dr. Lynch and one other faculty member; I am not on the board of directors, for I felt that inasmuch as the actual operation of the Corner was under my supervision as the business education teacher, I should not also be a member of the executive staff. I attend all meetings but only in an advisory capacity. The chairman of the board must be a ninth grader and a student in the business education department. Although the students have the major representation on the board, all activities and policies must be approved by the school administration. Regular board meetings are held once a month during the school day. Special meetings may be called at a day's notice.

The actual operation of the Corner is delegated to an operating committee, consisting of a general manager, sales manager, advertising manager, and auditor. The only student committee member who is not a business student is the auditor. He is a member of the college preparatory course who is recommended by the mathematics

department. The remaining members of the business classes work in the store on a rotation plan.

School supplies are the principal items sold in the Corner. Novelties are also sold at various times during the school year. Autograph books are a best seller in the period immediately prior to Easter, when the ninth grade is planning its June activities. Pictures of school affairs are sold at thirty-five cents each. This plan is worked in conjunction with the photography club, which then uses its part of the proceeds to purchase new equipment. The Corner has lately branched out and offered merchandise that students need in their special classes, such as physical education and shop. The Corner does not have as one of its objectives to undersell the merchants in the area. To do so would tend only to destroy the good relations that the school has built up in past years.

Inaugurating a school store as a stock corporation on the junior-high-school level need not be a complex affair. Keep it as simple as possible, using only the general outline of a regular corporation. In this way it does not become just another headache for the sponsor but a worth-while activity to be enjoyed by the sponsor as well as the students.



The Teacher Is the Key Person. In any plan for improving high-school education, the classroom teacher is the key person. The overwhelming majority of high-school teachers are competent workers, sincerely trying to do what they consider to be their job. I think the first step must be a reassessment of what their job is. There will be little real progress in improving high-school education until high-school teachers and administrators agree among themselves on the answers to such questions as: Is the high school a common school? Is general education the primary responsibility of the secondary, as well as the elementary, school? Is the concern of the high school mainly or solely with intellectual development, or should the high school concern itself also with social and ethical development?—HARRISON C. THOMAS in the *School Review*.

Tapping Resources for Curriculum Development

By
GRANT W. JENSEN

TO PROVIDE rich learning experiences for youth is the concern of all educators. Agreement can be reached on the common functions of secondary education and lip service rendered. For instance, it can be agreed that the high school must prepare all students for their roles as citizens, as wage earners, as homemakers. In the vocational areas the function of the high school is more debatable, with some extremists believing that the high school must prepare every youngster for a vocation (preparation for college may be listed in this category) and others supporting the thought that general education is the principal goal of the secondary school and that specific vocational preparation should be given later.

Whatever thesis is advanced, one may be certain that an examination of the internal high-school program will reveal few differences among schools, because of tradition and the impact of the program on the public. People have learned to expect cer-

tain programs in a secondary school, and if they are not found the public looks askance. While the world we live in undergoes noticeable changes, high-school instruction follows the general program developed at least two decades ago.

Leadership in curriculum work in our secondary schools should be centered in the principal of the individual school. In one study, 285 teachers stress the fact that the administration must furnish the leadership needed to develop a guiding philosophy for the school. This step is preliminary to giving direction to curriculum development. Administrators are asked by these teachers to promote in-service education programs and, in addition, to assure the necessary material and physical supplies needed in instruction.*

Since many administrators have not been thoroughly oriented in modern curriculum development, one source of assistance can well come from their professional organizations. Available to all of the schools of California as a guiding philosophy is the *Framework for Public Education*, developed through the state department of education. Yet where would one go to find the school that has interpreted the fine philosophy contained in this document and developed an action program? An important deterrent is the diversity of opinion on what should be taught in our schools.

EDITOR'S NOTE

"As goes the principal, so goes the school" is a generalization that seems to make sense. Yet this does not mean that the principal commands and the rest of us obey. Not at all. The author, principal of the Shafter (Calif.) High School, draws upon his doctoral dissertation at Stanford University to report the implications for curriculum development in a high school and the relationship between the principal and members of the staff in furthering such development.

* Grant W. Jensen, "Current Materials and Their Instructional Use" (unpublished doctoral dissertation, Stanford University, September, 1951). The foregoing paper is based on the results of this dissertation.

Further analysis of the returns from the 285 teachers representing seventeen school districts in California reveals that teachers are willing to move in the direction that competent leadership provides. These teachers ask the teacher-training institutions to explore the theories of learning that are taught in the college classrooms and place them in operation in the secondary classrooms through cadet teachers. Colleges are requested to furnish consultants to assist teachers with their curriculum problems. To forge steadily ahead, colleges are obligated to conduct experimental projects in the uses of current teaching materials.

Many teachers stated that they are using current materials in some form in every subject reported. (For the purpose of this study, current materials include: publications other than textbooks, audio visual aids, personal observations, and resource personnel.) Because additional materials are being used, teachers claim class interest is aroused, better student learning results, and present student needs are met. But teachers do not use materials which require extensive planning or with which they are unfamiliar. Surprisingly enough, radio or transcriptions of radio programs fall in this latter category.

Sharply indicated from the survey is the fact that promotion of good classroom practices is dependent on the individual philosophy of the teacher. This indicates the need for individual schools to adopt a unifying framework and to focus the attention of teachers on the fundamental needs of students rather than on the subject interest of each instructor. This need becomes more apparent when the teachers admit that use of materials other than textbooks requires them to reorient their course objectives. The majority believe that current materials should become basic resources in the development of courses in all

subjects. Hence planning of the course must take precedence over the selection of materials. This procedure is in line with proper planning, which uses all available resources to promote the learning processes.

Current practice and theory place the individual school in the focal point of curriculum development. The key administrator must organize his staff effectively for a continuation of in-service education programs that will stimulate teachers to explore new phases of the curriculum and the use of varied materials. He must also develop a permissive atmosphere that encourages teachers to meet and exchange experiences. He must study the problems involved when current materials are used in the school, and assure both proper handling of them and an arrangement of physical facilities that will expedite their use. He must arrange his budget to insure adequate supplies of instructional materials. He should lead in the development of a curriculum laboratory in his school.

Schools cannot afford to continue tolerating such a noticeable lag between current practices and the best educational practices that should be operating. In this survey, few courses appear that are organized around personal-social problems, yet these can be developed within the present curriculum structure. In order to exploit the full values of current materials, the problems approach must be more fully utilized. From the study, commandments for school principals are suggested, calling for leadership and staff organization. Such planning affects the training institutions which prepare teachers. Consultants from colleges, state departments of education, county staffs, and school districts can marshal their forces to capitalize on the tremendous resources revealed by the majority of teachers who are willing to assist in developing the best possible educational programs for the youth in our secondary schools.



Findings



COLLEGE ADMISSION: The consensus of opinion on how high school seniors should go about applying for the colleges of their choice points up two trends, according to an article in the *New York Herald Tribune*.

More than ever before, competition is stiff and the colleges can afford to be highly selective. Therefore, emphasis is on hard work and the best possible academic record. Mathematics of the higher variety will become a requirement for admission in more and more colleges, and foreign languages, it can be reported, have by no means faded into oblivion. Furthermore, a student seeking college admission is advised to include among the three schools of his choice at least one where he is reasonably certain that his chances are pretty good.

HERE TO STAY: Recent surveys show that the junior high school in its own right is definitely here to stay! It is still in a developmental stage, but the number of such schools is steadily increasing. What form it will assume in its final stage is not known, but the fact that it will attain full status as an educational unit in the near future is certain.

The controversy over the value of the junior high school still goes on. The *New York Herald Tribune* reports that since the experts cannot agree on the subject, Assistant Commissioner Reed of the Office of Education indicated a need for a national conference which would study the problem and at the same time seek to clarify the function of the junior high school.

NATIONAL MERIT SCHOLARSHIP: A recent issue of *Time* magazine stated that 60,000 high-school seniors from all over the United States, Hawaii, and Alaska, participated in a competitive examination which was the first step toward winning a National Merit Scholarship. Of this original number, 4,000 will be permitted to take the College Board Scholastic Aptitude Test, which will narrow the field to some 2,000 students. The third

and final step will leave 350 of the top participants who will be granted the scholarship after they have successfully met a board of educators and admissions officers. Those who do not make the third step will be awarded certificates of merit.

REVAMPED CURRICULUMS: According to a recent *New Jersey Education Association Review*, the curriculums in the schools of New Jersey are undergoing a major revamping. At the high-school level the new courses were effective as of September, 1955. In character these programs are broader in scope and content and better meet the individual needs of the students. An important trend is the change-over to the single curriculum in many of the schools.

Emphasis is placed on teaching the gifted student, so long neglected. Several of the New Jersey high schools are adding advanced mathematics and science courses and are providing ample opportunity for research. Courses for the general student are also being made available, such as "useful mathematics" and a second year "general mathematics" course. A promising trend is the inclusion of remedial reading in ninth- and tenth-grade English programs.

Thus the gap between educational theory and practice is being closed, in at least one area.

PSYCHOLOGY—A HIGH SCHOOL SCIENCE: An article in the *Science Teacher* presents evidence that psychology has been geared down to the secondary-school level as a separate course of instruction. Results of surveys show that a psychology course, as such, exists in at least thirty-four of the states and possibly more. Statistically the per cent of enrollment between the years 1933-34 and 1948-50 doubled.

In about two-thirds of the high schools, psychology is a one-semester course, and in the remaining third it is a two-semester course. In some schools it is required; in others, it is an elective. It is principally in the larger high schools that psychology is offered as a separate subject of instruction.

The course, it was found, helps the students make personal and social adjustments rather than being used as an introductory course leading to advanced psychological study on the college level. Interestingly enough, some principals limit the number of students who may take psychology to those with good academic standing so that it will not become a dumping ground for poor students.

JANE E. CORNISH

EDITOR'S NOTE: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of the methods used, the degree of accuracy, or conclusiveness, and sometimes even the scope of the study.

Do We Have a "Best" Student?

By CELIA E. KLOTZ

BEFORE TOO LONG it will be commencement time again, when boys and girls in all parts of the country will formally finish some phase of their education. Many will receive special mentions and special awards that will be undisputable marks of merit, well-earned recognition of work well done. Too many schools will still hand out scholarships and awards to the "best all-around student" in the graduating class.

What makes one student "best" of a group? What faculty committee or school official or community committee has the judgment or the foresight or the inside knowledge of the lives of the individuals in the class which would be needed to decide this person is best, above all others? What is gained by this "best" idea that could not be gained by honoring all of each group that did outstanding work in any of various fields? Doesn't the responsibility for making a "best" selection place the selector more or less on the spot? Doesn't it ask him to lay himself open to certain criticism to accomplish something of doubtful value?

What about the students directly affected by this "best" award? What does it contribute toward the happiness of those who felt they might win? All of the group who felt they were being considered must be outstanding students, but only one can win; the rest must have commencement night, one of their earliest traditional nights of triumph, tarnished by failure. Should a feeling of failure be the reward for those who were outstanding enough almost to win?

What does a "best" citation do for the winner? If he is serious minded and mature, he may know that human beings can be separated into good, better, best classifications only by an artificial criterion. If he is inclined toward conceit, either consciously

or unconsciously, the award will probably make it even harder for him to adjust to the college or job situation that usually follows graduation. In either case will he be any happier with an award that declares him "best" than he would have been if the "best" award did not exist and he was honored by being placed with a group of students commended as outstanding?

Let us be specific and consider actual cases with only names changed.

John was the only child of a factory owner. Most of the people in the little factory town had jobs that depended directly or indirectly on the business managed and owned by John's father. John was a fine boy. His classwork was outstanding. It really should have been since he was the only one in the class who had the advantages of extensive summer travel, both on this continent and abroad. Business trips with his father had made the things that most high-school people study about a matter of personal experience for John. Socially John was very popular. Again he should have been. Before he was old enough to drive, there were always a car and driver at his command. As soon as he was old enough to get a license, he had a car of his own. As he grew up, John had always had the very best toys and equipment that could be found to fit his age and interests—his own

EDITOR'S NOTES

There is so much good sense in this article that we'd like to say "amen." Have you ever had to participate in an achievement awards contest? Students have to do so. The author is assistant professor, Washington State College, Pullman.

camera and darkroom equipment, the best in electric trains, chemistry sets, record player, and always plenty of play space and parents who realized the importance of friends for an only child.

John was always clean and well groomed. Again he should have been. His parents provided the best and most appropriate clothes for every occasion. His home employed several servants to help keep things in perfect order. In every respect John was a well brought up and capable boy. The additional fact that he would beyond much doubt inherit the family business and money made it quite apparent that he would be the most likely to succeed.

Henry was in the top bracket in scholarship, too. Henry's father was a cripple. He made brooms and baskets and other small household items he could manage in his wheel chair. Henry's mother did washing and ironing for others to help add to the rather meager family income. She could do that in her own home while she kept an eye on the small children. At night she cleaned the bank building and the half a dozen offices above it while Henry was home to baby-sit. Henry called for and delivered his mother's washings before school. At noon he worked in the school cafeteria for his lunch. After school he delivered groceries for a small neighborhood store. Henry was not in many school activities. He did do good work on the school newspaper and annual. He could do that at home in the evenings.

Sally was graduated with her class in spite of the fact that polio had crippled her so she would never walk. The same sickness had caused a number of long hospital interruptions that had kept her out of school for months at a time. Sally's grades placed her in the honor bracket, too. Should good health be considered as one of the qualifications of a "best" student?

Mary was a girl who kept things going. If ticket sales lagged, put Mary in charge. If the pep club lost its vigor, turn it over

to Mary. The "jolly old clean up committee" really was jolly as soon as Mary turned up to help. It was Mary who assigned herself the job of integrating new students, Mary whose levelheaded diplomacy kept the exuberance of youth from getting overly exuberant.

Others of the high scholarship group were outstanding too.

In accordance with a long-established custom in the town, a woman's club group appropriated scholarship money that should go to the "best all-around student" in the graduating class. I wonder if any member of the group ever thought through the problems their generous gift was imposing on the selection committee and on the class itself? Should "best" be interpreted to mean the one who was the most accomplished or the one who had accomplished the most? Should sympathy for unavoidable handicaps enter into the judgment? Should need for the scholarship money or need for the extra encouragement such an award would bring be considered? If so, to what extent?

No matter what choice was made it would be criticized, and rightly so. Does making a choice of this kind have to be part of the teaching load? John was given the award. Both John and his family were a little embarrassed about it, but they would have felt bad if it had turned out otherwise. Sally and her family were openly indignant. The woman's club president was disappointed because the award money would be so insignificant a contribution toward John's education when it could have meant so much to some other members of the class. Many who thought they might win were set up as second-class on a night that should have been a milestone of success.

There would have been no less criticism and no fewer hard feelings if the award had been given to any of the other candidates, but did this occasion for disappointment have to come up at all? Recognition for

work well done is certainly desirable and should certainly continue to exist as part of the education process, but why not recognize the fact that different people excel in different things? Why is it necessary even to attempt to say which field of accomplishment is best?

Many schools in many places have found ways to get around this "best" idea without losing the benefits of honor awards. To cite a particular school, Johnson County High School in Wyoming handles the matter very well through a traditional class day that is held several days before commencement. This particular school has a large gym with a stage at one end and ample spectator space in balcony arrangement along the other three sides of the room. Everyone in school takes part in class day.

The stage is set up for a king and queen and six attendants, and on the stage are as many empty chairs as there are seniors. On the floor level, sections of chairs are arranged to seat senior, junior, sophomore, and freshman groups. Since popularity is recognized among the various personal accomplishments, the royalty are elected by student ballot before class day. The ballots are counted by faculty members who arrange for royal array for the winners, but who do not announce the winners. Even the winners do not know they have won until a few moments before the procession starts. To assure a smooth performance, the procession, with stand-in royalty, is practiced in advance before the whole student body.

The exercises start with music. Then seniors, juniors, sophomores, and freshmen enter in procession, each group taking its place on the floor level. When the student groups are seated, the royalty enters and

takes its place on the stage. Following this, initiation ceremonies are held for the new members of Quill and Scroll and National Honor Society. Then awards are given to people who have done outstanding work in any subject or any activity. Where any question exists, multiple awards are given. Finally each senior is called to the stage. While he walks to his new position of honor, a master of ceremonies reads a list of the things this student has done that have made him an outstanding member of the school.

The preparation of the senior-activity scroll that lists accomplishments for every member of the class is in itself a pretty big assignment in democracy. We all hear from time to time that there is something good about everyone. Here is a task assigned to young people who are about to be graduated which gives them real practice. It is not always easy to find a list of nice things to say about the more obscure members of the class. When the seniors are all on the stage, each class moves up into the seats formerly occupied by the class above. As a final gesture of welcome to the incoming freshmen, the eighth-grade graduates move into the freshman chairs.

This system would be too long a ceremony for very large schools, and it does not take care of scholarship presentation, but it does give a chance for everyone to be recognized as an individual.

Scholarships can well stay on the commencement program, scholarships for the one with the best grades, for the student the award will benefit most, for any special accomplishment that is more or less defined in at least a halfway objective manner. But why attempt the selection of the "best all around student"?



TO THINK OR NOT TO THINK

By MELL C. CAREY

TO DEVELOP the reasoning faculties of our youth. To me this is the most important single aim of education. We should teach our youth to think and reason, to draw conclusions and to evaluate—in short, to apply the knowledge given them as building blocks in class or book. What good is there in blankly, exactly parroting words and phrases? How enjoyable is it to hear a pianist who plays every note correctly but can't seem to see or think beyond the black ink of the printed page? Are we more often called upon in life to reel out specific, static facts or to reach our own conclusions by spanning the gap between the specific and the general, the known (from our experience) and the unknown?

Naturally a college student can reason better than a less mature and less experienced high-school student can, but even a high-school student has considerable reasoning potential. Upon entering a college, you don't suddenly gain the ability really to think. I spent three years in what was (and still is) considered an excellent college-preparatory school. It would seem, however, that nine out of its ten teachers made almost no effort to encourage their students to think or reason at all.

Let us study the routine of my eleventh-grade history teacher. Each day we students copied from the blackboard twenty statements incomplete by one or two words. The

next day we were supposed to have filled in the blanks (the answers were based on assigned reading) and memorized the completed statements. Our big test, every two weeks, was to fill in the two hundred blanks of the daily-work statements since the last big test; this was all. My German teacher each week actually told us students from what fourteen English sentences she would, altering nothing, select her translation test sentences. Each of the fourteen English sentences we would have already translated into German for our daily assignments. My high-twelve chemistry teacher delighted in training his students' minds for details. "Just read the book and memorize it word for word" was his simple statement on how to get A's. An error of $C_{12}O_2H_{12}$ for $C_{12}O_3H_{12}$ was in his mind just as fatal as misnaming the elements altogether.

Now let us consider a few typical courses at Stanford University. One of my final examination questions in sociology read as follows: "Support the statement that political machines can operate more effectively in the city than in the country." Here is a typical general history question: "Compare and contrast the political philosophies of Marx and Hegel." Half of the final examination in a history of music course lay in the simple question: "What important developments took place in music during the nineteenth century?" (The time limit made us students pick and choose what each of us considered important.) In all these examinations, knowledge of the facts of the course was taken for granted; it took a brain to relate, compare, contrast, evaluate, and generalize upon the facts.

Certainly when anyone learns early in life to think and reason for himself, the money for his education is being better spent than if he were hopefully being molded into a myna or a walking IBM machine.

EDITOR'S NOTE

The question discussed in this brief essay is: Am I a camera, or am I a problem solver? The author, who is an undergraduate at Stanford University and a part-time teacher, prefers to answer the second part "yes." He doesn't want students to be parrots.

TEACHING AS TEACHERS SEE IT

By GRAYCE AN FOLEY

A TEACHER REFLECTS in his classroom management his personal temperament and make-up. Just as anyone else, a teacher is a product of his experiences and is deeply affected by these experiences. It is imperative, therefore, that each teacher be encouraged to think through his own experience and find out what caused the tensions, problems, attitudes, successes, and failures that he has felt from time to time. Personal guidance for the teacher may prove to be of value professionally as well as personally. During the author's work with a group of graduate students in a methods course at Rhode Island College of Education last summer, a two-way process was employed, aimed at the discovery of educational know-how: (a) The students read what the educational periodicals and textbooks say; and (b) they shared personal teaching experiences and beliefs.

The latter process of sharing real teaching experiences proved to be entertaining as well as valuable. During each of the six weeks of the summer session, pertinent topics were scheduled for discussion, such as:

- (1) This Job of Teaching
 - (a) A Memorable Teaching Experience
 - (b) I'll Never Do That Again
- (2) Two Views of Teaching
 - (a) The Things I Like Best About Teaching
 - (b) The Things I Dislike Most About Teaching
- (3) My Favorite or Most Successful Method
- (4) Grin and Bear It—the Humorous Side of Teaching

Items 1 and 2 are of particular interest here in emphasizing the significance of teacher experiences and reactions as a basis

for the formulating of teaching philosophy and the selection of teaching methods.

Memorable Teaching Experiences

Outstanding teaching experiences cited by teachers ranged from instances when affection and gratitude were expressed by a student for a teacher's efforts, to occasions when the teacher was able to be of direct help to a slow or handicapped student. A common thread running through all samples given is that the most successful teaching experiences are marked by a human touch on the part of the teacher. In other words, teaching is a more rewarding job when the teacher puts his whole heart and soul into it.

The following are three illustrations of memorable experiences recalled by teachers:

1. One student just wouldn't write a composition for me even though I had given him a free choice of topics to write about. In discussing the problem with me, he made the statement that he was stupid. Knowing the youngster was very good in mechanical work, I made the statement that I also must be stupid because I had no mechanical ability. He was very apologetic and said that he didn't think that I was stupid. After a long discussion, it was finally decided that all his compositions

EDITOR'S NOTE

The perceptions of teachers and their attitudes toward their jobs largely determine the significance of their work. The author is teacher and guidance counselor at Barringer High School and lecturer at Seton Hall University School of Education, Newark, N.J. Last summer she taught at Rhode Island College of Education.

would be on mechanical explanations. In this way I would learn something from him about mechanics and he would learn how to express himself. As a result of this conversation, a fine student-teacher relationship developed.—As told by Donat Brochu, teacher of ninth-grade English at Warren High School, Warren, R.I.

2. John, a boy from a slum section, requested permission to join my special talent class. He worked a week on his first drawing and I noticed he had put everything he had into it. I encouraged him as much as I could. To my surprise, when I finally asked him for the drawing, he pointed to the wastepaper basket and said, "There it is, Mr. Digati; it's not any good." I went to the basket, and there was the drawing, not damaged to any extent. I carefully took it out and looked at it as if it were a masterpiece; it was—John's masterpiece. I asked him to sign it, and you can imagine the look of joy and surprise on his face when I hung it on the display board. Quite a few times, as he was passing through the hallway, I noticed that he would sneak in and look at his drawing. John became one of my best pupils. All he needed was encouragement, something which he probably never got before.—As told by Santo Digati, teacher of art at Guiteras Junior High School, Bristol, R.I.

3. It was a pleasant surprise to the students of our class that a classmate was named as the winner of a scholarship seminar award for a summer tour to Europe and the Middle East. They asked that we spend a day or two in class discussing the high lights and itinerary of Sandra's tour. The students agreed to bring maps and pictures of the different places of interest. It was my turn to contribute my share to the enthusiastic interest of the group. I was at first reluctant to show pictures of myself and friends as youngsters. I had expected some corny and embarrassing remarks. Instead, my students were grateful for my co-operation and, although they

asked some questions that were personal, they tried to be respectful. I did not realize until this time what personal experiences out of my own life scrapbook can mean to the teen-agers I teach.—As told by A. Paul Hartman, teacher of foreign languages at Hope High School, Providence, R.I.

These excerpts, when analyzed, bring out democratic qualities in memorable teaching-learning situations, such as:

(1) Understanding a student's interests and permitting the student, in doing classwork, to make use of his knowledge, rather than forcing him to fit into the curriculum.

(2) Working on the ability level of the student and encouraging him to develop according to his capacity.

(3) Teacher participation in classwork, and sharing with his students his own personal experiences, as a member of the group.

If our teaching always had the truly personal and human touch, all of our efforts would be memorable and rewarding.

I'll Never Do That Again

We learn by mistakes as well as by wise actions. Hence, it is interesting to contrast successful teaching experiences with those that remain as unpleasant memories. Some noteworthy weaknesses mentioned by teachers in the methods class were the following:

(1) Forcing the shy student to participate (in the example under discussion, the student fainted).

(2) Teaching an unprepared lesson at the expense of great tension (an observer was present at the time).

(3) Accepting an assignment for which the teacher is not qualified or prepared (a high-school teacher told of her plight as a kindergarten teacher and dental assistant).

(4) Failing to keep the class interested and occupied during a lesson demonstration (a science teacher lost his audience as he lost himself in the mechanics of his experiment).

Evidences of poor teaching may be derived from these experiences as follows:

(1) Failure to understand the limits and capacities of individual students to take part in classwork.

(2) Lack of teacher planning for time economy and a relaxed class atmosphere.

(3) Lack of knowledge or confidence in the grade level or the area of teaching.

(4) Failure to recognize that the students, and not the subject matter, are the main concern during the progress of a lesson.

It is encouraging to realize that mistakes accompany any human endeavor and that teachers, perhaps above those in any other profession, learn day by day and lesson by lesson how to improve in all phases of the teaching-learning process. A mistake is never fatal if we recognize it as such and study the over-all picture in order to insure better progress. Teachers must be willing to discuss problems and techniques with other faculty members and supervisors in order to make the best use of the total teaching know-how that is found in a school and to build up a feeling of co-operation among the faculty.

Analyzing Teaching As a Profession

A professional inventory may be a means of reaching necessary conclusions about the significance of teaching and the importance of teachers in our society. Here are the views of the Rhode Island teachers who took the methods course:

WHAT I LIKE ABOUT TEACHING

Contributing to the growth of the individual and the community.

Helping to shape the future generation.

Being liked by students.

The challenge of working with young people; no boredom.

Being respected in the community.

Opportunity to experiment.

Helping students know the difference between right and wrong.

Giving help to slow students.

Better understanding of all age groups.

Questions asked by students.

Class discussions.

Working on projects.

Favorable working conditions.

WHAT I DISLIKE ABOUT TEACHING

Poor salary conditions.

Unnecessary blame for lack of disciplined pupils.

Constant public criticism of schools.

Marking student and having to give failures.

Noticing teachers who fail to improve.

Misunderstanding by parents.

Pupil disinterest and hostility.

Lack of time to do all necessary things.

Constant rush and little time to see other faculty members.

Lack of faculty co-operation.

Some indifferent parents.

Parental interference.

Each teacher should make his own list of likes and dislikes and endeavor to build up favorable attitudes and at the same time try to overcome the shortcomings of our profession through educational publications, teacher associations, faculty meetings, and educational publicity. Even in the face of problems, it is important for us to know why we like to teach and the glories that accompany the teacher who works conscientiously.

To the degree that a teacher encourages student participation in the learning process, he too reaps the rewards and satisfaction of a job well done.

Courage, patience, "heart," selflessness, kindness, and understanding are the attributes most essential to a teacher in his pupil guidance. Other than providing student enjoyment and developing favorable teacher attributes, a teacher must concentrate on improving his methods of teaching.

Educators on all levels must recognize the personal aspects of teaching as the vital elements in helping teachers to understand themselves and their pupils and to use these experiences as the touchstones in providing better teaching-learning situations.

Correlating Music Appreciation with American Literature

By
MOTHER MELANIE DOYLE, O.S.U.
URSULINE ACADEMY, DALLAS, TEX.

EVERY TEACHER of high-school English realizes the vital connection between literature and music. The artist in each field draws from the same source to create in some concrete way his idea of beauty. Where the first effects his creation by means of the symbol of words, the second uses the symbol of the musical note. Sidney Lanier maintained that music and the field of literature and poetry were blood brothers since both appeal to the ear and to what he calls the universal sense of rhythm. It was his conviction that the sound of words independent of their meaning has the power to create a mood. One has only to read Lanier's melodic "Marshes of Glynn" to agree with him. Edgar Allan Poe proved the same thing to be true of prose. His "Fall of the House of Usher" is a marvelous experience in the power of words to suggest a mood.

The music appreciation plan given here is designed to help the music teacher who is at the same time the teacher of American literature. It would also be of help to the literature teacher who is looking for some medium whereby to make her literature class more interesting. I found that the music appreciation class seemed to have more point because of the correlation with what the students were having in American literature, and at the same time the literature class became more interesting because of the tie-in with music.

The Colonial Period (1607-1763)

LITERATURE	MUSIC APPRECIATION
"Bay Psalm Book"	"The Messiah" by Handel, especially "He Shall Feed His Flock"
Sarah Knight's "Diary"	"From My Diary" by Roger Sessions
Fitting the events of the period in general	"Atlantic Crossing" by Grofé
The southern colonial scene	"Country Gardens" by Grainger

The Revolutionary Period (1763-1800)

Franklin's "Autobiography"	"American in Paris" by Gershwin
Freneau's "Indian Burying Ground"	"The Island of the Dead" by Rachmaninoff
Fitting the period in general	"Lamentation Over Boston" by William Billings, a madrigal sung by the Randolph Singers
	"Concert Between Two Worlds" by P. Siegel
	"Songs from 'Drum Taps'" by Howard Hanson
	"Battle Symphony" by Beethoven
	"Marche Militaire" by Schubert
	"Stars and Stripes Forever" by Sousa

The National Period (1800-1865)

Cooper's novels	"Song of the Forest" by Shostakovich
	"Ritual Fire Dance" by de Falla
Longfellow's "Hiawatha"	"Indian Suite" by MacDowell

LITERATURE

- Irving's "Tales of the Alhambra" "Moorish Rhapsody" by Humperdinck
 "Nights in the Gardens of Spain" by de Falla
 Bryant's romantic poem, "To a Waterfowl" ... "To a Wild Rose," "To a Water Lily" by MacDowell
 American romanticism generally "Four Romantic Pieces" and "Nature, Life and Love" by Dvořák
 Whittier's "Snow-Bound" "The Snow Maiden" by Rimski-Korsakov
 Irving's "The Legend of Sleepy Hollow" "Ichabod Crane" by Crosby-Houston
 Poe's short stories of the weird and horrible, especially "The Masque of the Red Death" .. "The Mask of the Red Death" by André Caplet
 "Danse Macabre" by Saint-Saëns
 "Parable of Death" by Lukas Foss
 "Dance of Terror" by de Falla
 "Death Valley Suite" by Grofé
 Poe's poem, "The Bells" "The Bells" by Rachmaninoff
 Stephen Vincent Benét's "John Brown's Body" . "John Brown's Body" by Power, Massey, and Anderson (proper to Civil War period though written by a contemporary)

MUSIC APPRECIATION

The Transition Period (1865-1900)

- Mark Twain's "Life on the Mississippi" "Mississippi Suite" by Grofé
 Brett Harte's stories and Joaquin Miller's poems "Billy the Kid Ballet Suite" by Aaron Copland
 Whitman's "I Hear America Singing" "Sing Out Sweet Land," folk song musical
 "This Is Our America" by Don Gillis
 Kate Chopin's Louisiana stories "Louisiana Story," Acadian songs and dances by Virgil Thomson
 Harris' "Nights with Uncle Remus" "Of Br'er Rabbit" by MacDowell
 Mark Twain in general "Mark Twain Portrait" by Jerome Kern
 Richard Hovey and Bliss Carman's "Songs of Vagabondia" "Out of Doors" by Béla Bartók
 "Songs of a Wayfarer" by MacDowell
 Tall tales from the north woods "Paul Bunyan" by Phillips and Camargo
 The westward expansion "Frontier Town" and "Saga of a Prairie School" by Don Gillis
 "Builders of America" by Harl McDonald
 "The Plough That Broke the Plains" by Virgil Thomson
 "Kentuckiana" by Darius Milhaud
 Tall tales from the Southwest "Pecos Bill" by Roy Rogers and the Sons of the Pioneers
 Cowboy ballads and folk songs "Cowboy Classics," RCA Victor
 "Wagon Wheels" by Morton Gould
 "Cowboy Songs" by Tex Ritter
 "Grand Canyon Suite" by Grofé
 "Rodeo" by Aaron Copland
 Negro spirituals Marian Anderson recordings of such songs as "He Never Said a Mumbaling Word," "Go Down Moses," "He's Got the Whole World in His Hands"
 "Old Man River," arranged by Jerome Kern
 "Spirituals for Orchestra" by Morton Gould
 Folk music of the mountain people Numerous square dance records
 The end of the transition period "Gay Nineties with Helen Traubel"

LITERATURE

MUSIC APPRECIATION

The Contemporary Period (1900-1955)

Imagist poetry of H. D. Doolittle and Amy Lowell	"Images" by Debussy
Edna St. Vincent Millay's "Ballad of the Harp Weaver"	"Eight Dances for the Harp" by Carlos Salzedo "Fantaisie-Impromptu" by Chopin, played by harpist Salvi Alberto
Carl Sandburg's "The Harbor"	"New York Profiles" by Norman Dello Joio
Stephen Vincent Benét's "Ballad of William Sycamore"	"Billy the Kid Ballet Suite" by Aaron Copland
Carl Sandburg's "Chicago"	"Chicago" by the Sentimentalists, Dorsey's Band
Vachel Lindsay's "Abraham Lincoln Walks at Night"	
Edwin Markham's "Lincoln, the Man of the People"	"Lincoln Portrait" by Aaron Copland
Marc Connelly's "The Green Pastures"	"Porgy and Bess" by Gershwin
Joyce Kilmer's "The House with Nobody in It"	"A Deserted Farm" by MacDowell, from "Woodland Sketches"
Agnes Repplier's essays on cats from "The Fire-side Sphinx"	"Cat's Fugue" by Scarlatti
John Magee, Jr.'s, sonnet, "High Flight"	"The Planets" by Gustav Holst
Twentieth century America in general	"Morning Papers Waltz" by Strauss "Dumbarton Oaks Concerto" by Stravinsky "New World Symphony" by Dvořák "Skyscrapers" by John A. Carpenter



Jame's and Education

By ANNABEL GRAY
(Burlington, Iowa)

First, let us establish this premise: Education results in the ability to give the expected answer to the judicious question.

Having accepted this, we face the problem: Is it not better to refrain from further exertion in such cases as that of Jame's? (*Sic*, please. He is a singular lad.)

In his present condition, Jame's is invariably, infallibly, *exactly* wrong about everything he has ever been instructed in; but so sensitively adjusted are the ball bearings of his response mechanism that at the slightest sigh he is able to reverse himself by precisely 180 degrees and to conform with all due confidence to the terms of the premise above defined. He has, therefore, academic status.

Assuming the possibility that through more intensified training he might reach a level at which he might sometimes, however seldom, give the correct response, would not the result, combined with his conditioned reversal, be confusion, uncertainty, pitiable frustration?

May we not assume that the present state of Jame's education is the most desirable one for him that can possibly be conceived?

I suggest, gentlemen, that Jame's be released from further tutelage and suitably apprenticed to a maker of weather vanes; and I further suggest that, as a symbol of Jame's education, the schoolhouse flag be left permanently at half staff.

Learning names of classmates during
first days of school helps students

OFF TO A GOOD START

By MARY OHM

TECHNIQUES for improving the first day of a new semester are always welcome to teachers. May I share with you one that I have found effective?

Helping students get acquainted is an important activity, which should start at the first meeting of the class. It is especially important to help the new student entering a large junior high school as a seventh grader. On that first day such a student finds himself in a new environment with a departmentalized program, many teachers instead of one, new responsibilities such as lockers, and only a few of his former friends about him. The impressions he gets of that first day may color many of the days to come in his new school life. Teachers have the responsibility of making that day a good day, the kind that will cause him to go home and tell his parents that he likes his new school.

In meeting a class of seventh graders coming from seven or eight different elementary schools, I ask those from each

elementary school to raise their hands by groups. Sometimes I have one student from each group name his friends. Then I say, "Starting today you are all from — Junior High School. How many think you are going to like junior high?" All, of course, are eager to be in a higher, larger school and show evidence of wanting to be welded into the new group.

We need to know names in order to get acquainted; so I suggest that the pupils go to the blackboard in turn and write their signatures legibly by rows or tables, depending upon the seating arrangement of the room. The students eagerly watch the names of their classmates unfold before them and happily inscribe their own. It's always fun to notice the different kinds of handwriting and the manner of each as he writes, often unconsciously revealing personality traits. There is always one like John Hancock who writes his very large and we recall the story of why John Hancock wrote his name thus and why a signature is sometimes referred to as a John Hancock. We note several students with the same first or last names. This trip to the board helps to place the face with the name. It capitalizes upon the students' liking to write on the board.

When all have written, we usually take a few minutes to look over the names. Then I ask one of the more apt students if he thinks he knows the names of more students now than he did a few minutes before. If so, he stands with his back to the blackboard and names all the ones he can. As soon as someone's name is called, he stands. A contest spirit is thus introduced, as each

EDITOR'S NOTE

To call upon a pupil by name during the first days of the school year is a splendid way to enlist his interest. Some teachers have used the John Daly technique of having pupils "sign in" on the blackboard the first day. The author, chairman of the English department in the Woodrow Wilson Junior High School, Terre Haute, Ind., describes a different procedure, which has the added advantage of enabling the students to become acquainted with one another.

student is eager to see how many others he can get on their feet. I have several students try and then I say that we will leave the names on the board for several days, and that they may look them over in any spare moments. Some students write the names down if they wish. We turn to other tasks that must be done.

The next day I ask, "Who thinks he can name ten people today?" In a few minutes several students have correctly identified all the members of the class, and many others have had practice in learning and recalling names. More important they are

getting acquainted, making new friends, and feeling more secure in their new school world. A feeling for learning and remembering people's names may prove a fine asset, too, in their personal life in school and later.

Incidentally, this whole procedure serves a double purpose for it is a fine technique for enabling the teacher to learn quickly her pupils' names and link them with the pupils. Besides it sets up a friendly, wholesome atmosphere in the classroom and the beginnings of good rapport between students and teacher.



The Parable of the Teacher-Counselor

It came to pass that a certain student fell among evil companions. They stripped him of his allowance, induced him to forsake his studies, left him outcaste by his elders, wounded of pride, and fallen by the wayside.

And by chance there came that way a Keeper of Records who saw that the student had fallen. And, as is the custom of record keepers, he recorded it. And he said unto the student, Every student who falls by the wayside should be helped. There should be no partiality. Would that I could help all students, then I could help thee! And so saying, he consulted his book and found that it was so written, and he passed by on the other side.

And there likewise came that way a Test Maker and he looked upon the student and it appeared that he was sorely beaten. He examined his allowance and found that it was 98 per cent empty. He consulted his companions and discovered that seven out of ten of them were evil. He talked to the elders and learned that they had all rejected him. He devised an ingenious method of measuring the extent to which the student's pride had been wounded. He at last became convinced that here, indeed, was a student who had fallen by the wayside!

And the Test Maker assembled paper and pencils

and wrote a mighty dissertation recommending that help be provided. And he filed his dissertation and passed by on the other side.

And there also came that way an Interviewer. And he looked upon the fallen student and said, How feelest thou? And the student answered saying, My pride is wounded, my companions were false, the elders have forsaken me, there is no hope! And the Interviewer said, Thou feelest then, that there is no hope. And the student cried, Woe is me, my mistakes are grievous, I have been false to my heritage, leave me that I may mourn alone! And the Interviewer said, Thou wouldst have me go. And the student answered, Thou sayest. And the Interviewer made note of it and passed by on the other side.

But there also came that way a certain teacher. And when he saw the fallen student, he had compassion on him. He found linen and oil and helped the student bind up his wounded pride. He directed him to an agent who found work to replenish the mispent allowance. He helped the student rediscover his studies. And he assisted him in convincing his elders that he should no longer be rejected.

Which, now, of these four, sayest thou was counselor unto him who had fallen?—GEORGE A. PIERSON in *Personnel and Guidance Journal*.

Events & Opinion

UNQUALIFIED TEACHERS: At many educational meetings throughout the country, sentiments are being voiced that in the frantic search for more teachers, quality is taking a back seat. An article in a Sunday New York Times points out that the current emphasis on quantity, while helping to alleviate the teacher shortage, creates an even worse problem when quality is ignored. Naturally, if this practice continues, the children, the community, and even the nation will eventually suffer from inferior teaching.

HIGH-SCHOOL DROPOUTS: An Oregon State College study points out that high-school dropouts can be greatly reduced. If concentrated efforts are made, potential dropouts can be spotted in the early stages.

Usually, the first sign is tardiness. Other danger signals are unexcused absences, discouragement with studies, lack of initiative and self-confidence, non-participation in classes, and failure in a required course. The study also found that potential girl dropouts are more difficult to recognize than boy dropouts, for the girls tend to mask their true feelings toward school and toward their teachers more than boys do. There is the possibility that marriage counseling for girls might prevent some dropouts. In general, a better integrated guidance and counseling program could be a strong force to prevent many from leaving school.

CRITICIZES HIGH SCHOOLS: In a recent speech, President A. Whitney Griswold of Yale University declared that the "weakest link today in the chain of American education is secondary education." In his discussion of secondary education, he pointed out that one of the many serious effects of inferior education at this level was the poor performance of students in college. Moreover, thousands of students in secondary schools never go to college, and President Griswold feels that the lack of motivation even more than the economic factor is the reason. "There is plain evidence of failure on the part of the schools to stimulate students to go on to higher education," stated Dr. Griswold.

He pointed to two major reasons for the unhealthy condition in the schools. The first is the lack of funds to provide adequate teachers' salaries and necessary teaching facilities; the second is deteriorating academic standards caused by the lack of properly trained teachers.

SEARS FOUNDATION SCHOLARSHIPS: The Sears-Roebuck Foundation will grant one hundred four-year merit scholarships to outstanding high-school seniors planning to enter college at the beginning of the 1956-57 school year. Preference will be given to candidates who appear to possess attributes of leadership and ability, who will be planning to enter private four-year, undergraduate, liberal arts colleges of high educational standing. Scholarships will be awarded solely on merit and without reference to financial need. Forms can be received through the National Merit Scholarship Program, care of the Educational Testing Service, 20 Nassau Street, Princeton, N.J.

ENROLLMENT AND ATTENDANCE ON INCREASE: There has been an increase in public elementary and secondary enrollment from 26,563,000 in 1951-52 to 28,819,000 in 1953-54, according to recent statistics released by the United States Office of Education. The data also indicate that the number of public high-school graduates reached a post-World War II peak in 1953-54. The 1,132,000 graduates in that year represented an increase of 77,000 over the number of 1951-52. It was only in the early 1940's that there were more high-school graduates.

STUDYING COLLEGE DROPOUTS: The University of Illinois will study the question of why many students are never graduated from college, reported *Phi Delta Kappan* in a recent issue. Using the class of 1955 as subjects, the university office of admissions will trace all freshmen who entered in September, 1951, and who would have been graduated in June, 1955, if their college courses had not been interrupted.

TV SPOT FILMS: The National Education Association has recently produced ten spot films for TV under the title of "Good Schools Make a Difference." Each spot runs for one minute and almost without exception these films have been accepted by TV stations when they have been offered. Some stations run one or more nearly every day. For detailed information, write to NEA Division of Press and Radio Relations.

HIGH-SCHOOL TAX COURSE: The United States Treasury Department is again offering to send to schools, upon request, sets of tax instruction

materials designed for specific use in the classroom. Last year, 22,000 schools accepted this offer. The set includes teachers' discussion guides, students' handbooks showing several typical tax situations found at different income levels, sample tax forms for bulletin and blackboard use, and also a special section devoted to the special tax problem of farm income. These new tax kits became available on December 1, 1955, and can be ordered either from district directors of Internal Revenue or directly from the Public Information Division, Internal Revenue Service, Washington 25, D.C.

SCHOOLS RESTRICT "SUGGESTIVE" ATTIRE: Youngsters in two New Jersey counties have found that they are unable to come to school in dungarees, white T shirts, army fatigue clothing, cowboy boots, and cleated shoes. Both Bergen and Passaic County schools are barring from school students who are wearing what was once accepted classroom garb. Scanty "suggestive" dress, pedal pushers, dungarees, and the like, which are very popular with the teen-agers, have been prohibited from the list of eligible attire in these two school systems. Near-by Pennsylvania has a statute "empowering school boards to restrict garb worn in schools." But in many cases the parents in New Jersey are aligning their forces and voting with the teen-agers, especially in regard to dungarees.

PSYCHOLOGICAL TESTING OF PREMED STUDENTS: In attempt to determine in advance a prospective medical student's emotional stability and the strength of his desire to study medicine, psychological testing of these students has been started at the University of Texas medical branch. First-year results look very successful and if the tests prove to be valid, it is expected that potential failures will be weeded out before they are even accepted by medical schools. The completed research will take about five years.

SPOTTING POTENTIAL DELINQUENTS: Schools have different techniques for picking out those students who appear to be potential delinquents. The *Juvenile Delinquency Digest* reports a recent survey of various schools throughout the country and their approach to this problem. In the Atlanta, Ga., schools, for instance, all teachers and visiting counselors are responsible for "spotting" the potential delinquent. They are aware of the initial symptoms, which may be poor attendance, general lack of interest, low mental ability, poor work (although capable students), and an unhappy social life. Certainly there isn't any question of the value of spotting the potential delinquent in terms of the child, the school, and the community.

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Book Reviews

FORREST IRWIN, Book Review Editor

The Changing High School; Studies in Secondary Education by FRANK P. WHITNEY. New York: Exposition Press, 1955. 174 pages, \$3.50.

There is a great deal of Frank P. Whitney in this book. Because he has been so close to the applications of progressive movements in the American public high school, there is a great deal of the educational history of our times to be found in his handy reflections. Whitney deserves attentive listening, because he talks rather than writes; because he knows what education needs, what it has not yet achieved, but also what it has accomplished in his lifetime of service. His reflections telescope areas in which younger men wander around wonderingly. His discerning eyes have gained that final far-sightedness which a rich experience bestows.

The author gives depth and scope to the "great debate" between the progressives and the traditionalists. He follows the influence of these movements and countermovements into the junior high school, into the development of generalized guidance, and into the growth of health, vocational, and adult education. He delineates well the general trends toward humaneness, efficiency, and relevancy to life, especially the way of life in a democratic society.

Mr. Whitney glows with the triumphs of accomplishment but also gives nods of recognition to "ominous signs" and "intolerable things" which tend to negate or slow down the march to the glorified goals of education. To mention a few specific examples, he admits that we know all about individual differences in ability and learning rate but concedes that we do nothing about them; he admits the existence of constraint and repression contrary to our expressed ideals and regrets that we have become insensible to our repressions; he builds the case for the need of leadership in a democracy but realizes that there are those who repudiate "the old idea of leaders and followers" as undemocratic; he grants that we give more care and concern to the underprivileged and wonders why we persist in neglecting the very able. He sees in the misinterpretation of the principle of equality a great deterrent to progress. Instinctively and cheerfully, however, like most other discerning educators, he keeps faith in the trust that the steps of progress are composed of alternate planes of equality and risers of individual aspiration. Both are needed for progress and one follows the other in ascending order.

Currently, to use another figure of speech, the author thinks that the tide has turned against "freedom unlimited" and toward "freedom incorporated." He thinks we may be in the backwash of the reaction and in this roiling of the intellectual waters he thinks we should stand on the solid rocks of both the "common core" and the "elective system." He is for uniformity in meeting needs but yet for infinite diversity in application. He therefore upholds the ideal of constant progress toward betterment. He views the endless debate and the constant shifting of emphasis as a sign of the struggle to find a better way of life for youth through "an ever changing school."

CHARLES A. BERTHOLD

The Comprehensive High School by FRANKLIN JEFFERSON KELLER. New York: Harper and Brothers, 1955. 302 pages, \$4.00.

This publication describes educational practices in good comprehensive high schools throughout the United States, interprets those programs in terms of sound educational philosophy and theory, and outlines proposed patterns for the organization of secondary schools in various kinds of communities. It is the result of an intensive study involving a thorough search of professional literature, an analysis of replies to two sets of questionnaires, and personal visits to seventy-seven "high schools which had been reported as operating on comprehensive programs."

The author opens the book with a brief statement of some of his basic educational persuasions. This he follows with a series of searching questions which need to be asked and answered by everyone connected with secondary education. Later chapters serve to expand the persuasions and explore answers to the questions.

Chapter 3 defines the term by stating: "The comprehensive high school aims to serve the needs of all American youth." Nineteen characteristics of a good comprehensive school are identified. The important position which vocational education must have in such a school is apparent when one reads that "the principal must have had vocational experience or an intimate vocational background. Or . . . he must really understand vocations and be enthusiastic about giving training for them." Chapter 4 describes three good comprehensive high schools and discusses special features in a number of other schools.

The chapters, "We Learn What We Do" and "We Known What We Learn—and Think About," do an excellent job of developing the philosophy behind the comprehensive school. The discussion of the conflict between general and specialized education is challenging. The chapters, "A Close Adult Friend for Every Pupil" and "The Kids Are All Right," make the strongest case for an excellent home-room guidance program that this reviewer has read in recent years. They call for providing every child with "a program suited to his individuality" and keeping a written record of the "illuminating story" of his development. Other chapters deal effectively with vocational advisory boards, prejudice against vocational education, and the school as "a benign habitat for good living."

This book is a valuable addition to the professional literature dealing with the secondary school. It is a provocative, informative, and readable volume. It deals openly with many of the controversies in secondary education. It deserves to be read carefully by everyone connected with secondary education.

J. WESLEY CRUM

America Is My Country by HARRIETT M. BROWN and JOSEPH F. GUADAGNOLO. Boston: Houghton Mifflin Co., 1955. 268 pages, \$2.88.

This thrilling handbook of patriotism should have been written fifty years ago. Teachers will now be able to present a needed, more glamorous type of history and civics. It is predicted that this book will be welcomed with enthusiasm by grade- and high-school pupils everywhere, and that their study of it will afford them a never-to-be-forgotten intellectual adventure. Moreover, this reviewer suggests that the volume is something of a pioneer advance into a new approach for the teaching of history and civics to those millions of less academically inclined grade- and high-school students who now comprise the greater percentage of our high-school population.

The present types of social-studies materials obviously fail to achieve the results proposed by the aggressively promotional types of professors of education who make it their business to tell the classroom teachers the results they ought to produce with the nonacademic students in social education. With material of the kind found in *America Is My Country*, it might be possible to bring about among the nonacademic students the desirable result of good citizenship in a fraction of the time now devoted to the teaching of the social studies, thus allowing a greater amount of time for the attainment of other education outcomes equally desirable and necessary for these students.

Most of the material in the book is pertinent, interesting, and generally sound. The photographic and visual aspects are of a high order. The book produces desirable emotional appeals and responses and sets forth a multitude of high ideals conducive to good moods and character. In fact, the book will appeal to people of all types and ages, but the appeal will be greatest to students of the junior-high-school age. The reviewer's only regret is that he did not have the opportunity to enjoy and profit by the study of so splendid a book when he was a schoolboy.

The study materials—the Declaration of Independence, the Constitution of the United States, and the excellent study aids—will definitely enlist the students' interest and effort; they carry the impress of master teachers. This is a great school-book!

R. H. OGLE

Educational Measurement by ROBERT M. W. TRAVERS. New York: The Macmillan Co., 1955. 420 pages, \$4.95.

The broad field of education which encompasses measurement, appraisal, and evaluation represents a distinct challenge to a writer. The challenge involves the use in education of these three terms in a variety of ways, some contradictory, some overlapping. Travers does the field of evaluation a valuable service in defining evaluation and the differentiation between evaluation and measurement. His examples of the different steps in evaluation studies are concisely stated and capable of use as models for those teaching evaluation.

While there is something lacking in the way of more detailed definitions, the section dealing with validity and reliability is well done and should be of interest and value to any teacher in the field who does much reading of a professional nature involving reports of research and the like.

For the teacher in the field the most valuable section of the book is that dealing with the construction of paper and pencil tests and the assignment of grades. Probably because the book had broader framework than merely the problem of assignment of grades, some of this treatment is superficial. But in general a classroom teacher will gain insights and techniques as he comes to understand the problems associated with grades.

For those interested in some of the most technical aspects of measurement, this book provides more than a superficial treatment of intelligence tests, personality inventories, attitude scales, aptitude testing, and interest inventories. While the discussion of nature v. nurture in intelligence testing is treated, this reviewer feels that the treatment might have been more discursive in light of the

controversy over the work of Allison Davis, Kenneth Eells, *et al.* Still the book represents a valuable addition, despite its few weaknesses, to the library of those concerned with problems of measurement, appraisal, and evaluation.

STEPHEN ABRAHAMSON

Language Power for Youth by CLEVELAND A. THOMAS. New York: Appleton-Century-Crofts, Inc., 1955. 269 pages, \$3.25.

Mr. Thomas' study is aimed not at the student but at the teacher of junior- and senior-high-school students. Its purpose is to make available to them a part of the results of the research of such men as I. A. Richards, Alfred Korzybski, Irving Lee, S. I. Hayakawa, Charles Fries, and Robert C. Pooley in semantics and linguistics. To help his readers, he has presented a summary of new concepts, after the main discussion in each chapter. To help his readers to apply in the classroom what they have learned, he has followed his general discussions and summaries with teaching suggestions and class exercises which have been used successfully by teachers in the field. To make the apparatus complete, he has followed these with "potential outcomes" sections, answering his own question, "What may secondary-school students be expected to gain from such work as this?"

He treats such topics as the relationship between words and "reality," control of abstractions, the use of metaphor, and the importance of context in meaning. His chapter on the functional approach to teaching grammar is promising. The ideas he presents are, of necessity, much more condensed and simplified than in the works of a Fries or a Korzybski, but his book should offer a useful introduction to the field to those who have not had the opportunity to read the original research.

EARL HILTON

Hannibal of Carthage by MARY DOLAN. New York: The Macmillan Co., 1955. 308 pages, \$3.75.

What historians have failed to record sometimes tantalizes us more than what they have written down as fact. To students of Roman history it seems that Rome and Carthage were to be cast together in tragedies and triumphs from the time that Aeneas, the supposed founder of Rome, left the ill-fated Queen of Carthage, Dido, to expire in flames on her funeral pyre to the last glories of the Roman Empire.

In the historical novel, *Hannibal of Carthage*, Mary Dolan has given the reader an escape to what may or may not be actual history. Through the pen of the Greek slave, Sosylos, Hannibal is pre-

sented to us. "And yet we see this man take all his rich endowment and life and hurl them like a weapon at the one great menace of his time. Is he not more than brave? Ay, more than great? This Logos, the Divine Fire, is in him. And I, Sosylos, have known this man."

Hannibal is revealed as a perfectionist in all things, a lover of the excellent. He is portrayed as a leader who never spares himself in his dedicated mission. He was never groping his way. He had but one end in view—to destroy Rome. Master of strategy, he at times seemed inspired with maniac's schemes which, translated into reality, became brilliant victories. Only to such a general could have come the magnificent concept of crossing the seemingly impassable Alps and marching on Rome from the North. Only to him could have come the inspired plan of ambushing the Roman legions at Lake Trasimeno. Even today the traveler is told in tones of wonder: "This is the scene of a bloody battle in which Hannibal defeated the Romans in 217 B.C." As his campaign progresses, the reader is exposed to every danger imaginable, to quicksand, to hunger, to treacherous ravines, but never to despair. Whether Hannibal actually experienced every hardship described is no matter. One feels that he could have done so, and that is good enough. At times the narrative grows tedious, but so, no doubt, did the campaign. Miss Dolan must have read widely all available sources to have written so realistic a picture of Hannibal's famous march on Rome.

SARAH K. SPOULE

Clothing Construction and Wardrobe Planning by DORA S. LEWIS, MABEL GOODE BOWERS, and MARIETTA KETTUNEN. New York: The Macmillan Co., 534 pages, \$4.00.

This is a superior book for use as a basic text for high-school clothing classes. It should meet the needs of both the beginning and the advanced students. As a first-year text, it is well planned and could be followed to provide balance and interest for a full year's work. As reference for advanced students, its 160 pages printed on green paper afford ready use, explicit directions, and graphic illustrations of the many special techniques of sewing. It is divided into six parts: (a) personal grooming; (b) design; (c) planning and budgeting; (d) consumer information—textiles, ready-mades, alterations, remodeling; (e) care of clothing; and (f) careers in clothing and fashions.

The authors have used a delightful personal approach, which makes the text very readable and enables students to learn and apply the concepts it develops. Throughout there is an overtone phi-

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losophy that the accurate way is the easy way. At the end of each chapter are activities suggested "for the class" and "for the individual." It has excellent cross references.

The reviewer liked the organization of the book, which provides very complete directions in the main part of the text for making four garments popular with today's high-school girls. Every step is included, from selection of pattern, materials, and notions, to the completed garments. Line drawings enable students to work accurately and efficiently; professional hints challenge them to better workmanship.

BEATRICE MCKINLEY

Who's Who Among Our Reviewers

Dr. Abrahamson is associate professor of education and director of the educational research center at the School of Education, University of Buffalo.

Dr. Berthold is director of research for the Clifton, N.J., public schools and principal of the adult school.

Dr. Crum is dean of instruction, Central Washington College of Education, Ellensburg, Wash., and was formerly superintendent of schools in Chehalis, Wash.

Professor Hilton is on the faculty of Northern Michigan College, Marquette, Mich.

Mrs. McKinley is chairman of the home economics department, Dwight Morrow High School, Englewood, N.J.

Dr. Ogle is head of the department of social education, Phoenix Union High School, Phoenix, Ariz.

Miss Sproule, who teaches English at the Dwight Morrow High School, Englewood, N.J., has traveled widely throughout the world and was at one time visiting Fulbright professor at Hiroshima University, Japan.

Books Received

The Lying Days by Nadine Gordimer. New York: New American Library of World Literature, Inc., 1955. 368 pages, 50 cents.

New World Writing. New York: New American Library of World Literature, Inc., 1955. 288 pages, 50 cents.

A Primer of Freudian Psychology by CALVIN S. HALL. New York: New American Library of World Literature, Inc., 1955. 128 pages, 35 cents.

The Rose Tattoo by TENNESSEE WILLIAMS. New York: New American Library of World Literature, Inc., 1955. 128 pages, 25 cents.

Stories of Famous Operas by HAROLD VINCENT MILLIGAN. New York: New American Library of World Literature, Inc., 1955. 320 pages, 50 cents.
20,000 Leagues Under the Sea by JULES VERNE, adapted by GERTRUDE MODEROW. New York: Scott, Foresman and Co., 1955. 301 pages, \$2.00.

The Pamphlet Review

What's Behind the Drive for "Right to Work" Laws. Washington 6, D.C.: CIO Department of Education and Research (718 Jackson Pl., N.W.), 1955. 32 pages, 15 cents.

This is a pamphlet, written from the labor point of view, against the "right to work" laws which have been passed by seventeen states. A calmly and carefully reasoned argument against such laws is presented. There are many clear and illuminating graphs and cartoons.

Operation Moon by R. WILL BURNETT. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1955. 48 pages.

This pamphlet seeks to evaluate the possibility of reaching the moon and what one might need to know when traveling there. It is thus a sort of Baedeker to that satellite. The author has relied very strongly upon the works of better known writers in this field. Obviously, such a subject as this requires a vivid imagination and a colorful style to do it justice. Unfortunately the author seems to lack both of these qualities.

A Look at Supervision in Alabama. Montgomery, Ala.: Alabama Education Association, Department of Supervisors and Directors of Instruction (Alabama Department of Education, State Office Building), 1955. \$1.00.

This bulletin will be helpful to teachers, principals, supervisors, and superintendents.

State Accreditation of High Schools by GRACE S. WRIGHT. Washington 25: Superintendent of Documents, United States Government Printing Office, 1955. 81 pages, 30 cents.

This pamphlet, published under the aegis of the United States Office of Education, deals with the intricacies and complexities of state accreditation of high schools. Since we insist upon a mechanized, mass-production system in our culture, it is not surprising that this pamphlet reflects this tendency. Classification, certification, accreditation, evaluation, and administration are treated with great statistical and scientific exactness. Nowhere, however, is there any concern about the ultimate purposes and values and the spirit of the education

which is the justification for existence of all this rather mechanical administrative activity in the first place. Intellectual, ethical, and artistic values are completely disregarded. Someone like Socrates might possibly never have been certified as a teacher under such a system.

Class Size: the Multi-Million Dollar Question by DONALD H. ROSS and BERNARD MCKENNA. New York 27: Metropolitan School Study Council (525 W. 120th St.), 1955. 24 pages, 75 cents.

This booklet summarizes fourteen relatively new studies (most of them completed within the past year), half of which have never been available before for general reference. The question of class size is not one likely to yield clear-cut, universal answers; rather it is one involving many local factors that must be brought into balance. The authors state their conclusions with justifiable caution. But there is support to be found here for intelligent class-size policy in order to produce quality education. In brief, a solid case is made for providing a numerically adequate school staff even if the temptation is strong to let shortsighted economy outweigh long-range efficiency. This pamphlet will be of more than passing interest to administrators, board members, leaders of parents' groups, and others who have debated or will debate the merits of changing class-size policy.

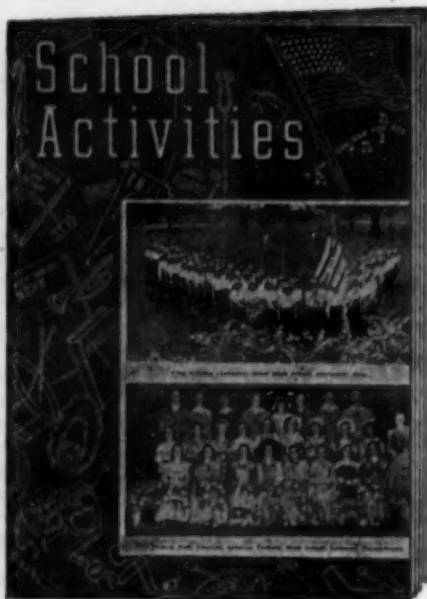
How to Use the Library by BEAUDEL M. SANTA and LOIS LYNN HARDY. Palo Alto, Calif.: Pacific Books, 1955. 79 pages, 85 cents paperbound, \$1.85 cloth-bound.

Here is a library manual with the student's interests and point of view in mind. In it the library becomes a laboratory where students work out a wide variety of activities to build library skills. This manual has a "learning-by-doing" approach. It is suitable for any grade, nine through twelve. The language and explanations are simple enough for the ninth grade, but there is plenty of advanced information for students in their last year of high school.

Provisions and Practices to Serve the Exceptional Child in Texas Secondary Schools by BERT D. LEVINE. Austin, Tex.: Texas Study of Secondary Education, 1955. 24 pages, 50 cents.

This pamphlet approaches the challenge of the exceptional child from a scientific and statistical viewpoint. It thus presents a certain amount of factual information on this subject in the dry prose which has become a hallmark of such studies. No deeper philosophical consideration of the question is attempted.

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By V. EUGENE VIVIAN

AS THE TWIG IS BENT: *Young Andy Jackson*, 16 mm. film, 1 reel, B & W, available at print cost from E. I. du Pont de Nemours and Company, Department of Motion Picture Distribution, Wilmington 98, Del. The film is from the Du Pont "Cavalcade of America" TV series. The British dragoons shot Thomas Baker and burned his farm in reprisal for his participation as an American militiaman. Andrew Jackson and his older brother Robert looked on helplessly in horror and indignation. Their mother, Elizabeth, allowed them to join the militia company of Captain Robert Crawford of South Carolina. In skirmishes between the British forces commanded by Lord Rawdon and Crawford's militia, Andy participated in the defense of the homestead of Captain Land, a patriot. He is shown as he shoots and kills one of an attacking band of Tories. (This sequence ends abruptly and fails to tell that the defenders were relieved by what appeared to be a cavalry charge but what was only a bugle blast by a lone neighbor, a Mr. Isabel.)

After a few weeks Andy and his brother were captured as they hid at the home of Captain Crawford. Here the famous scene of Andy's refusal to clean the commander's boots is re-enacted. The enraged commander (Captain Creed) wounded Andy with a vicious sword slash. Later Andy was forced by this same captain to reveal the home of the noted South Carolina Whig, Thompson. By a clever trick Andy approached the house using a little-known path so that the ever vigilant Thompson saw the approaching British and made his escape. Mrs. Jackson, after a thirty-mile ride to Camden prison, was successful in persuading Lord Rawdon to release her two young sons. Andy was then thirteen years old and Robert was sixteen years of age. Robert died two days later from the smallpox which scourged the prison camp. Hearing of the dreadful conditions of the American prisoners at "Charles Town," Elizabeth Jackson left to nurse those who were stricken with "ship fever" aboard the prison ship in the harbor. She fell victim to the fever and died. The orphaned Andy long remembered her last words to him: "Never tell a lie, nor take what is not your own, nor sue . . . for slander . . . settle the case for yourself." The influence of this brave mother on her sons is the outstanding feature of this presentation. It is a highly dramatic story and one which leaves a memorable impression on the viewer. (Upper Elem., Jr.H.)

BEGINNINGS OF ASSEMBLY LINE MANUFACTURE: *The Man Who Took a Chance*, 16 mm film, 1 reel, B & W, available at print cost from E. I. du Pont de Nemours and Company, Department of Motion Picture Distribution, Wilmington 98, Del. This film is a copy of the TV presentation on Du Pont's "Cavalcade of America" series. Eli Whitney, who "took a chance," is portrayed as he struggles to sell his newly invented cotton gin to southern cotton growers. As success seems imminent, Thomas Jefferson, vice-president in Adams' administration, asks Whitney to develop a method for the large-scale production of muskets, which are sorely needed to resist the French threats to American shipping in 1800. Whitney is asked to protect the Congressional funds by posting a large bond against his possible failure to deliver 10,000 muskets.

Whitney and the men in his small factory undergo a trying period while they are developing machine tools. After many failures Whitney assembles the first musket in the presence of a military representative of the American government. He has such confidence in the perfection of the parts of the new musket that he scorns the use of a safety device and fires the dangerous initial shot by his own hand. The drama in this situation is powerful and holds the interest of the viewers. The film provides attractive anecdotal material for the study of post-Revolutionary United States history. (Upper Elem., Jr.H.)

BAD TALK AT SCHOOL: *The Gossip*, 16 mm film, 400 feet, B & W (\$50), Young America Films, 18 E. 41st St., New York 17, N.Y. "Get the facts and don't jump to conclusions about your friends," is the fundamental concept presented. This is what Jean and Laura, best friends, promised each other just before nominations were to be made for next year's Pep Club officers. Jean, well thought of by students and faculty alike, was easily the outstanding choice for the presidency. At least the students seemed to think so. The nominating committee's procedure was to investigate each student's fitness for the office for which she was a potential candidate. It fell to Laura's lot to investigate Jean's qualifications for office. This situation was adroitly seized upon by Frieda, a classmate with a flair for malicious insinuation. Within two days the school population came to believe that Jean had betrayed a teacher's trust by giving out advance information

about an examination and that she was stealing Laura's steady date. Laura, faltering under such pressure and emotionally involved herself, reported that Jean was not qualified for nomination. After another girl had been put on the Pep Club slate, Laura learned, too late, that she had been the victim of a gossiping campaign. As she reflects remorsefully about the situation, she asks the viewing audience, "What would you do?"

This portrayal is sure to capture the interest of junior- and senior-high-school students, and since it ends in a query it serves as an easy springboard for class discussion. The procedure for obtaining nominations provides an example of using sound bases for the choice of candidates for elective office. (Jr. and Sr. H. guidance.)

INLAND WATERWAY: *The Locks of Sault Ste Marie*, a 33-min. 16-mm sound motion picture in color, produced by the Audio-Visual Education Center, University of Michigan, Ann Arbor, Mich., available for rental or sale.

The locks on the Sault Ste Marie, key to the world's greatest inland waterway, are shown from the standpoint of their history, importance, and methods of operations. The opening sequences discuss the historical development of the locks from Brule's discovery of the Sault Ste Marie rapids in 1619, to the installation of the first locks by Harvey in 1855. Before Harvey's locks, a system of portage was used in order to skirt the rapids of the river that separates Lake Huron from Lake Superior.

A scale working model demonstrates the operation of a lock, and the military importance is also emphasized. There are sequences on the protection of the locks by the air force, field artillery, and the coast guard. The locks are icebound and inoperative from December to April of each year. The film shows the local festivities as the first icebreaker of the spring travels up the river to the locks. The final sequences depict a complete trip made by an iron-ore ship from Lake Superior through the locks to Lake Huron. This is an interesting and sometimes dramatic film, using narration, music, live action, and excellent color photography to

depict vividly the importance of "lockage" in transporting raw materials and products by inland waterway. (Jr.H., H.S. physical science and social studies.)

TREASUREHOUSE: *The Museum Is a Story*, filmstrip, 25 frames in black and white, available for free loan from the Department of Education, Henry Ford Museum and Greenfield Village, Dearborn, Mich.

Using captioned photographs of exhibits in the Henry Ford Museum, the filmstrip explains to even the youngest pupil that a museum is not just a collection of aging curiosities but a treasurehouse of stories. Each object is a real "character" and the museum's "plot" is the rich narrative of the past; the museum is many stories that the child can discover for himself.

A six-page teacher's guide accompanies the filmstrip, which was originally intended to be used as an orientation aid in preparing classes for a visit to the Ford Museum but has been used throughout the country in teaching about modern museums in general. (All grades.)

FLANNEL BOARD FOR WEATHER: Joseph DeStefano, science teacher at Clementon (N.J.) Junior High School, comes forward with a flannel-board map of the United States for depicting changing atmospheric and weather conditions. He uses flannel-backed cutouts of high- and low-pressure areas, frontal boundaries of air masses and symbols for wind direction, temperature, and other weather data. Students can keep the map up to date by moving the various cutouts to current daily positions. This teaching device allows for the use of a large-scale map visible to the entire class, eliminates drudgery for the teacher, and encourages ready student participation in class discussions.

SENIOR SAFETY SERIES: 7 color filmstrips—*Making Our Streets Safe* (41 frames), *Making Your Home Safe* (43 frames), *Preventing and Controlling Fire* (41 frames), *Safety Behind the Wheel* (41 frames), *Safety in Shops and Labs* (44 frames), *Safety in Sports and Recreation* (36 frames), and *Safety in the Water* (42 frames). Young America Films, 18 E. 41st St., New York 17, N.Y. These attractive color strips, designed for use in the secondary schools, portray situations which would be part of the life of a student of that age group.

The colors are bright and the captions large and clear. General principles of safety in each area are emphasized. A brief teacher's guide accompanies the series.

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